DOCUMENT RESUME

ED 405 267 SO 027 031

AUTHOR Commins, Elaine
TITLE Folder Game Festival for Preschool and Kindergarten.
REPORT NO ISBN-0-89334-105-3
PUB DATE 88
NOTE 143p.
AVAILABLE FROM Humanics, 1482 Mecaslin St., N.W., Atlanta, GA 30357; telephone: 800-874-8844.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Active Learning; *Childrens Games; Early Childhood Education; Educational Games; *Games; Kindergarten; Kindergarten Children; Mathematics; *Prereading Experience; *Preschool Children; Recreational Activities; Sciences; Social Studies

ABSTRACT

This book provides scores of activities using inexpensive manila file folders. Designed for children from preschool through kindergarten, each chapter proceeds from simple material to more advanced work. Selected subjects are intended to enhance the following curriculum studies and promote development in: (1) eye-hand coordination (e.g., fit the shoe, fit the glove, trace the trees, trace the stars); (2) pre-reading and reading (e.g., match the faces, alphabet match, word match, rhyming pictures); (3) mathematics (e.g., match the circles, fill in the calendar, count the triangles); (4) science (e.g., watch fish and colors, animals where they live, label the flower); and (5) social studies (e.g., my name, dress the dolls, people are interesting. All activities are geared for a minimum of teacher involvement and students are encouraged to work independently once they become familiar with game rules. (EH)

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ED 405 267

Folder Game Festival

for Preschool and Kindergarten

SO 027031

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Elaine Commins

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for Preschool and Kindergarten

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Elaine Commins, M.Ed.

HUMANICS LEARNING
P.O. Box 7400
Atlanta, Georgia 30357

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P.O. Box 7400
Atlanta, Georgia 30357

Illustrations by Liza Gollobith
Cover illustration by Lelayne R. Weiss

First Printing 1988
Second Printing 1996
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PRINTED IN THE UNITED STATES OF AMERICA

Library of Congress Cataloging-in-Publication Data is available.

Commins, Elaine.
Folder Game Festival for Preschool and Kindergarten.

87-31203
ISBN 0-89334-105-3

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Introduction

Scores of fun-filled activities can easily be planned and prepared by teachers using inexpensive manila file folders. The exercises, games and activities found in this book will enrich the daily program as well as provide challenging and recreational opportunities for students.

Designed for children from preschool through kindergarten, each chapter proceeds from simple material to more advanced work. Selected subjects are intended to enhance the following curriculum studies and promote development in: (1) eye-hand coordination, (2) pre-reading and reading, (3) mathematics, (4) science, and (5) social studies.

All the activities are geared for a minimum of teacher involvement. Students are encouraged to work independently once they become familiar with the game rules.

Elaine Commins

Folder Game Festival

for Preschool and Kindergarten

Chapter 1

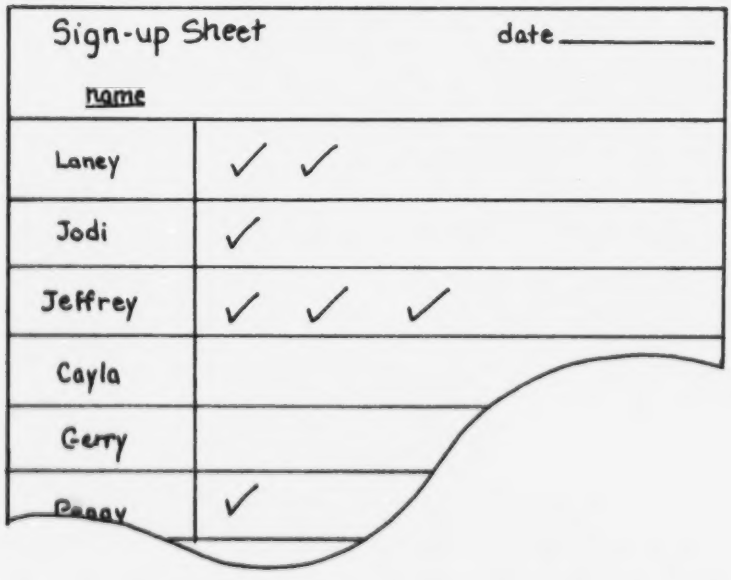
Planning And Preparing

Using the ideas found in this book, teaching can be made easier by providing students with a variety of high interest activities which require very little supervision. The following suggestions are made in order to assist teachers in the optimum use of file folder activities:

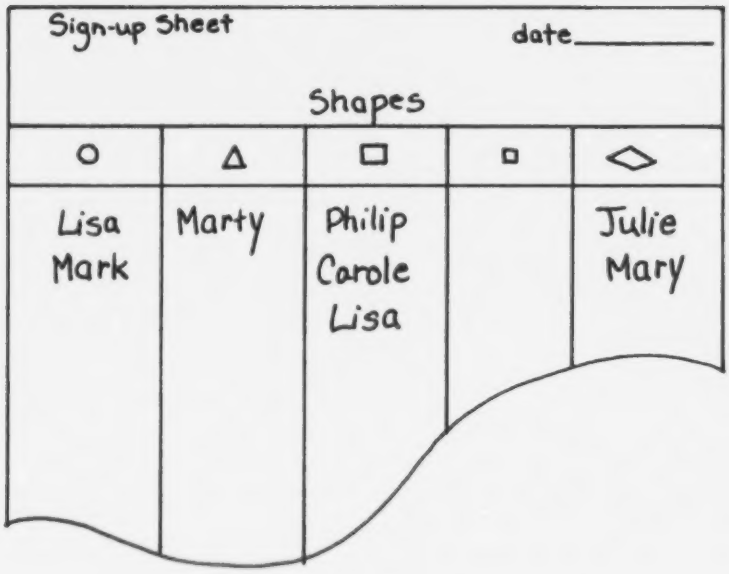
1. It is suggested that a special area such as a small work table be used for file folder activities. If possible, each day's presentation of file folders should be correlated in terms of subject matter and operating procedures.
2. Continuing student participation may be encouraged through sign-up sheets. For example, as students finish the activity in a file folder, they sign the sheet. This provides the incentive to begin work on another file folder.

Three different types of sign-up sheets are illustrated here.

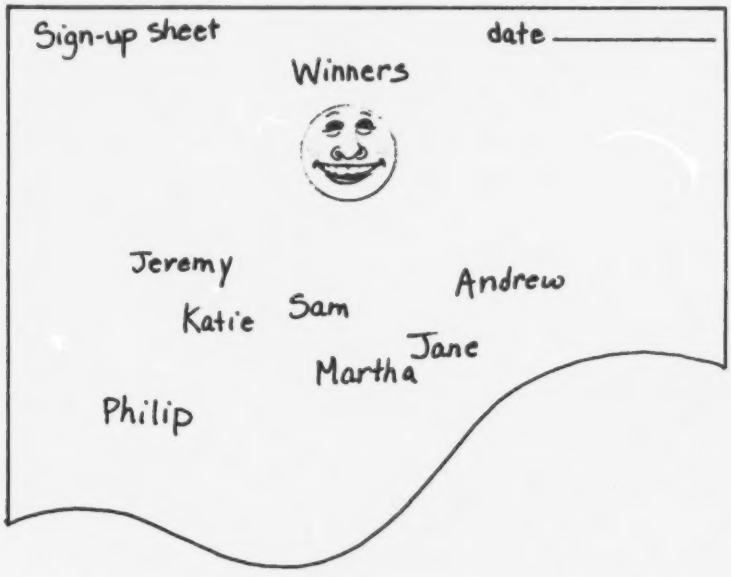
A. Each child's name is listed on this sign-up sheet. As children finish a game, they place a check next to their names. Sheets such as this may be mimeographed and changed daily.



B. This second sign-up sheet contains vertical columns. A small illustration at the top of each column identifies specific file folders that are offered on one day. Children sign their names in the proper column upon completion of the task.



C. The following sheet is used only for competitive games.

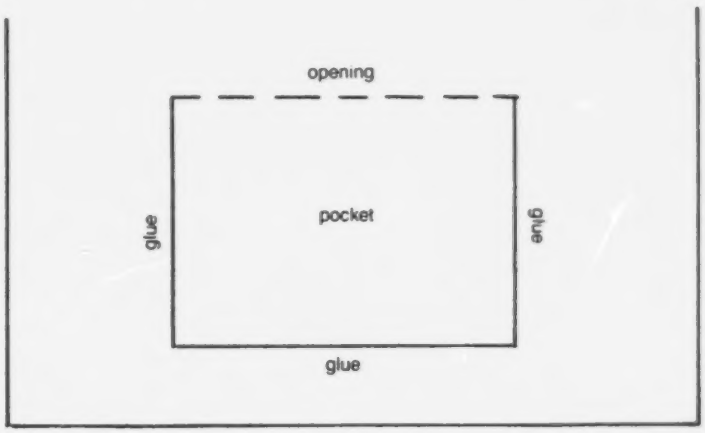


3. If at all possible, file folders should be laminated before they are presented to the children. This prolongs their usability and offers a more professional appearance.

   Note: *File folders that contain components made of felt should not be laminated.*

4. Many file folder activities require small auxiliary parts. These may be stored in zip-lock plastic bags and attached to the file folder with paper clips or clothes pins.

   Another method is to prepare a pocket somewhere on the file folder for holding pieces.



   Oak tag is preferred when constructing a pocket. Three sides of the pocket are glued to the file folder. Scotch tape may then be used to reinforce the three glued sides.

   If the file folder is to be laminated, the pocket should be attached first. The opening may then be slit with a knife after lamination.

5. By using various colored file folders, a more attractive presentation is made.
6. A collection of junk material is often helpful when preparing file folder activities. Items such as old pre-primers, Weekly Readers, Scholastic, wallpaper books, felt pieces, old magazines, gummed shapes, etc. are suggested.

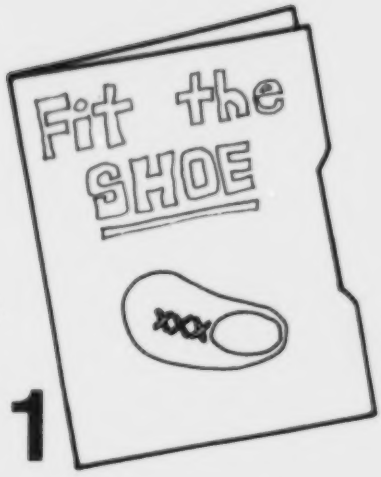
   In addition, teachers who wish to supplement curriculum studies with file folder exercises might consider cutting up current workbooks.
7. When preparing folder games, use water color markers. Permanent markers bleed through to the reverse side.

Chapter 2

Eye-Hand Coordination

Beginning with simple matching exercises, the activities in this chapter include seriation, tracing, cutting, matching, drawing, and coloring.

FIT THE SHOE



1

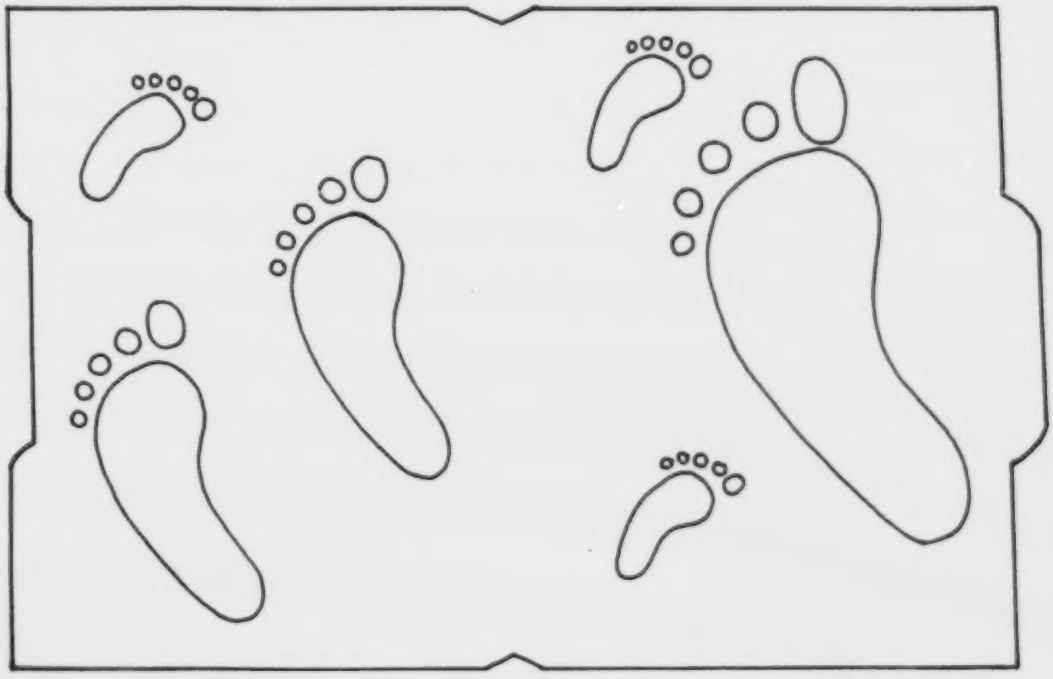
Directions for making activity

1 The name of the activity is placed on the cover page.

2 Various-sized feet are drawn on the two center pages.

3 Shoes to match the various-sized feet are drawn and cut out of oak tag or posterboard.

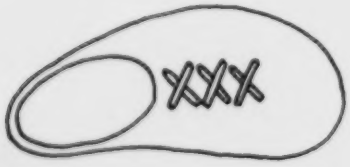
4 A pocket is constructed on the back cover to hold the shoes.



2

Directions for use

1. The child matches each shoe to the proper foot.



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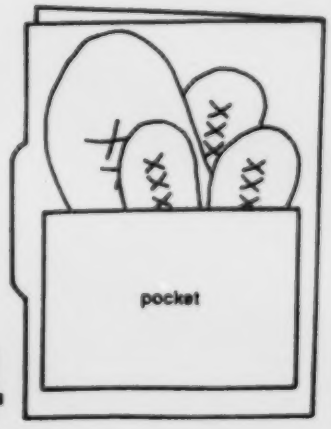


4

Patterns for FIT THE SHOE

Patterns for FIT THE SHOE

FIT THE HAT

Directions for making activity

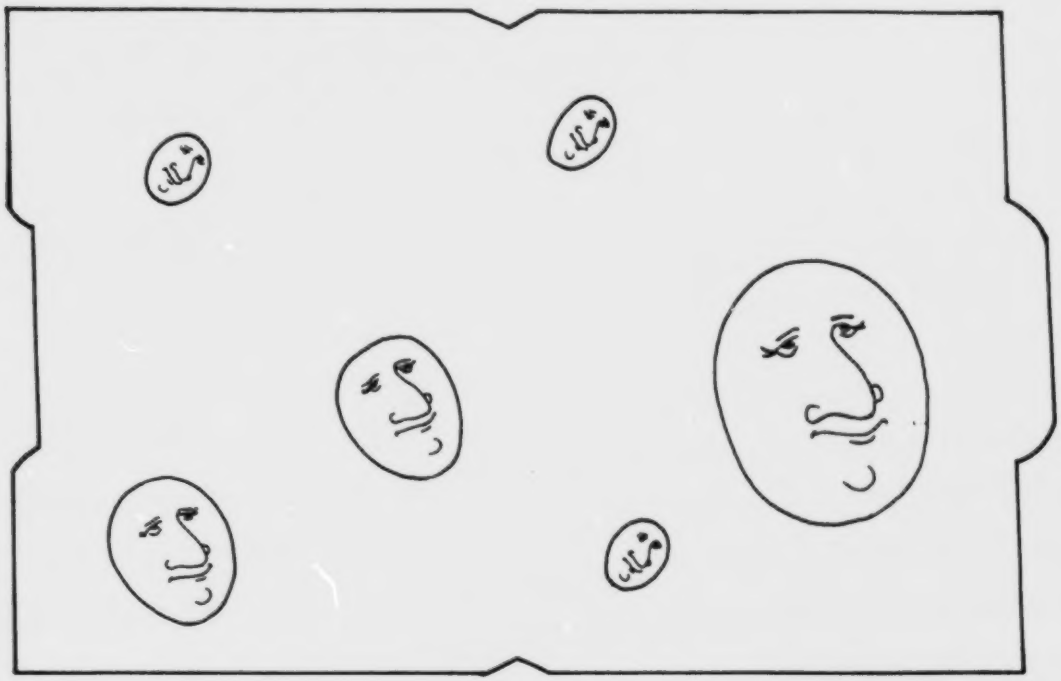
1 The name of the activity is placed on the cover page.

2 Various-sized heads are drawn on the two center pages.

3 Hats to match the various-sized heads are drawn and cut out of oak tag or posterboard.

4 A pocket is constructed on the back cover to hold the hats.

1



2

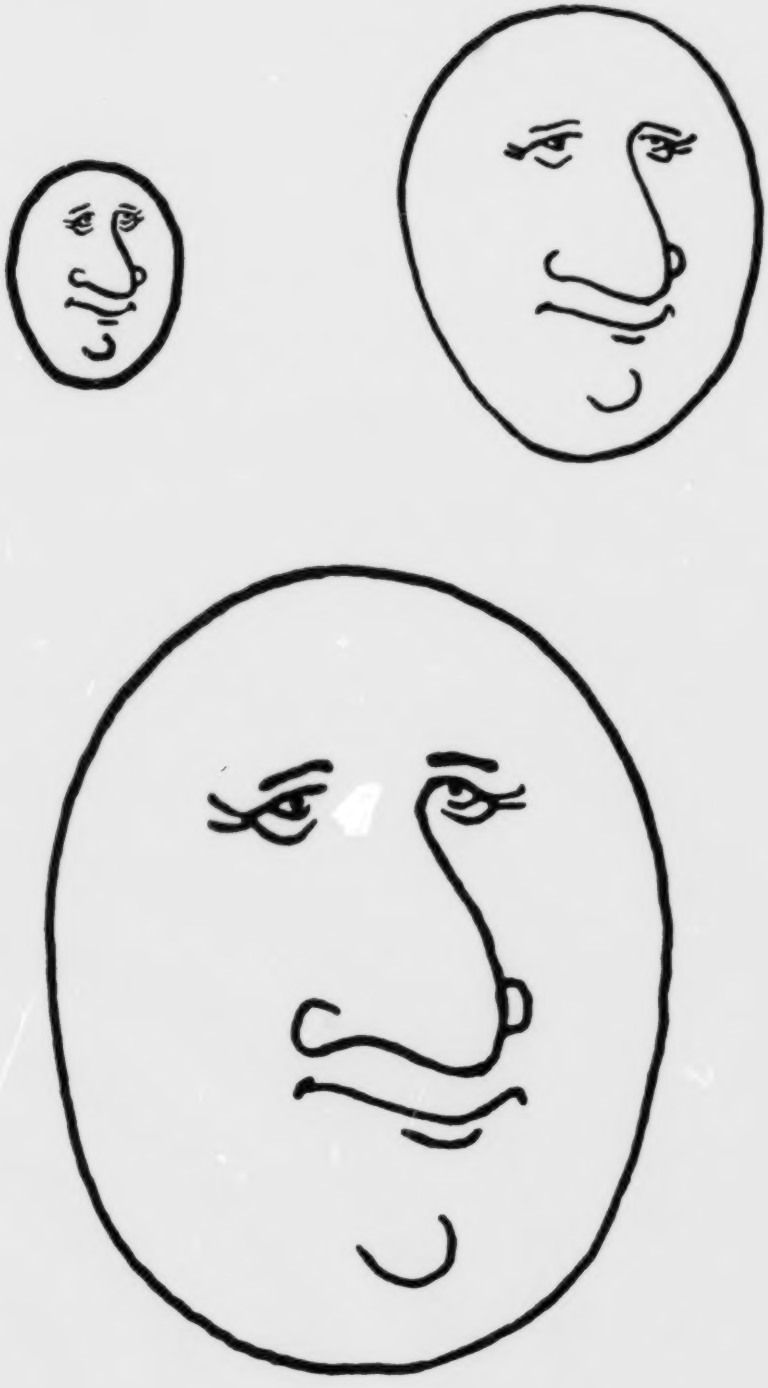
Directions for use

1. The child matches each hat to the proper head.

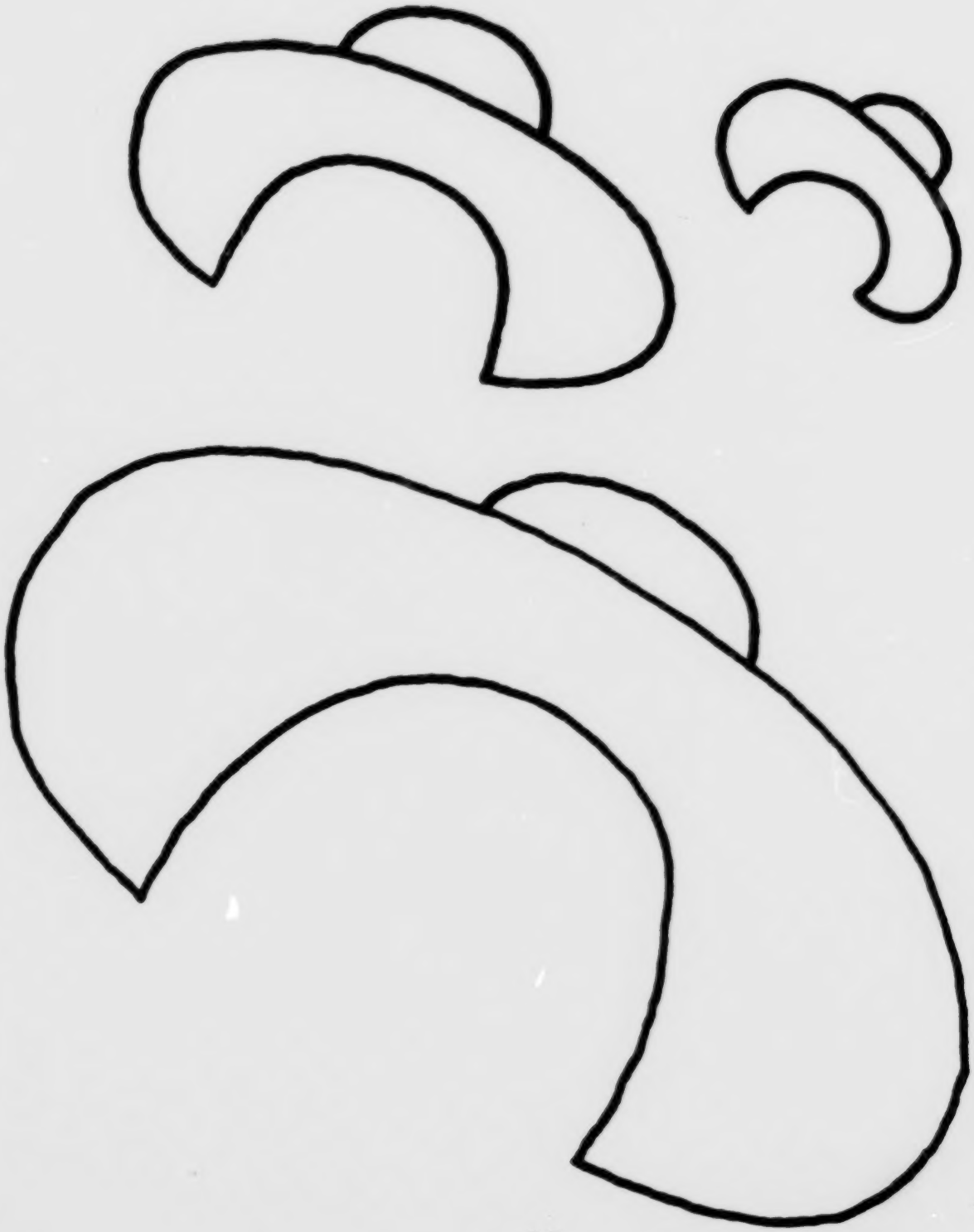
3

4

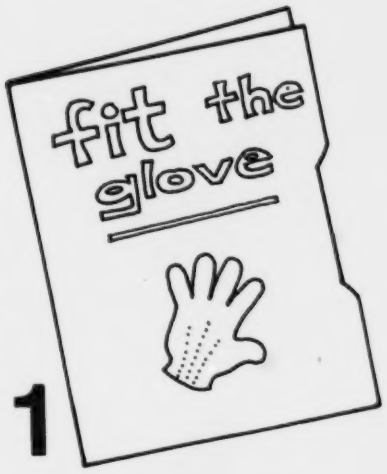
Patterns for FIT THE HAT



Patterns for FIT THE HAT



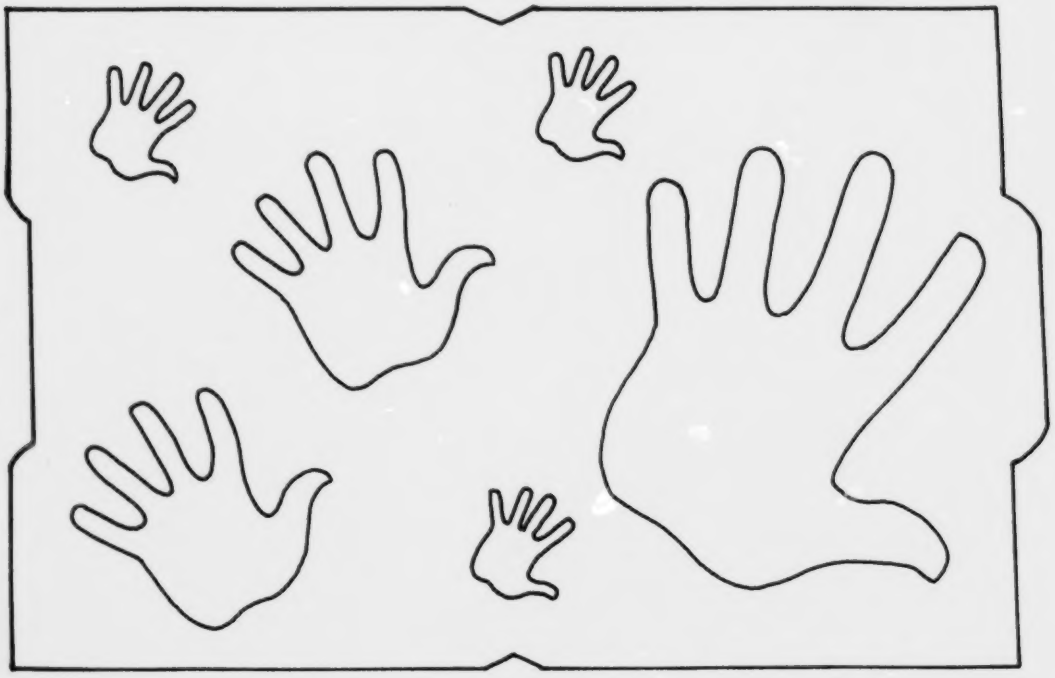
FIT THE GLOVE



1

Directions for making activity

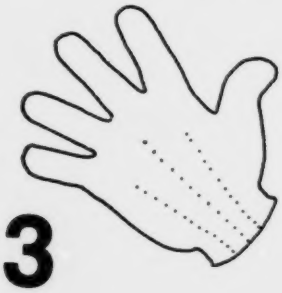
1 The name of the activity is placed on the cover page.
2 Various-sized hands are drawn on the two center pages.
3 Gloves to match the various-sized hands are drawn and cut out of oak tag or posterboard.
4 A pocket is constructed on the back cover to hold the gloves.



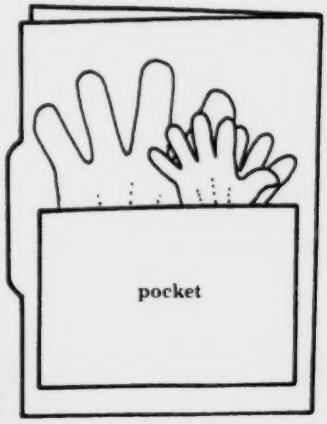
2

Directions for use

1. The child matches each glove to the proper hand.



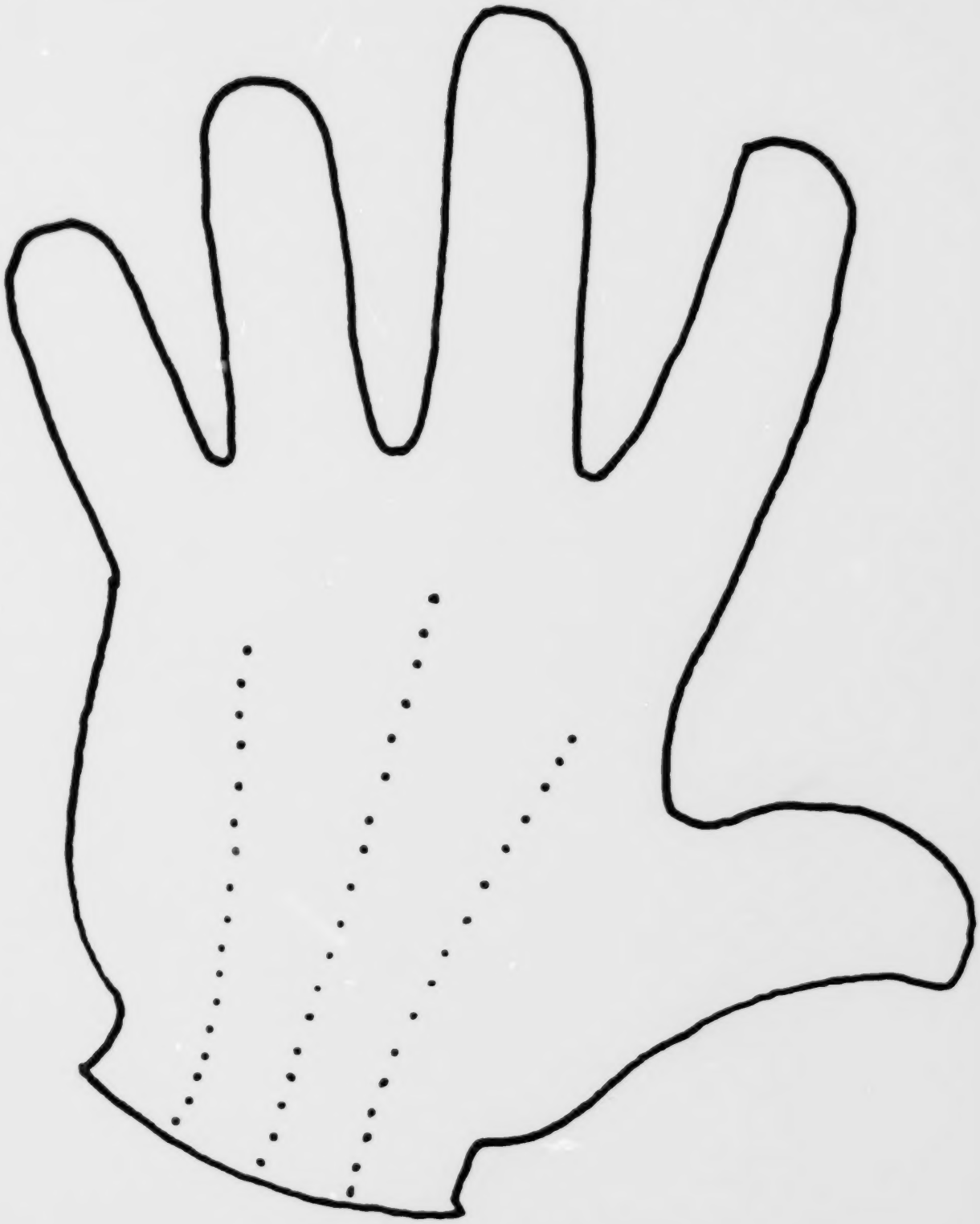
3



4

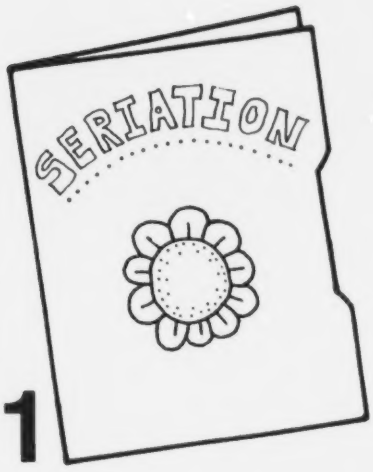
Patterns for FIT THE GLOVE

Patterns for FIT THE GLOVE



Patterns for FIT THE GLOVE

SERIATION



1

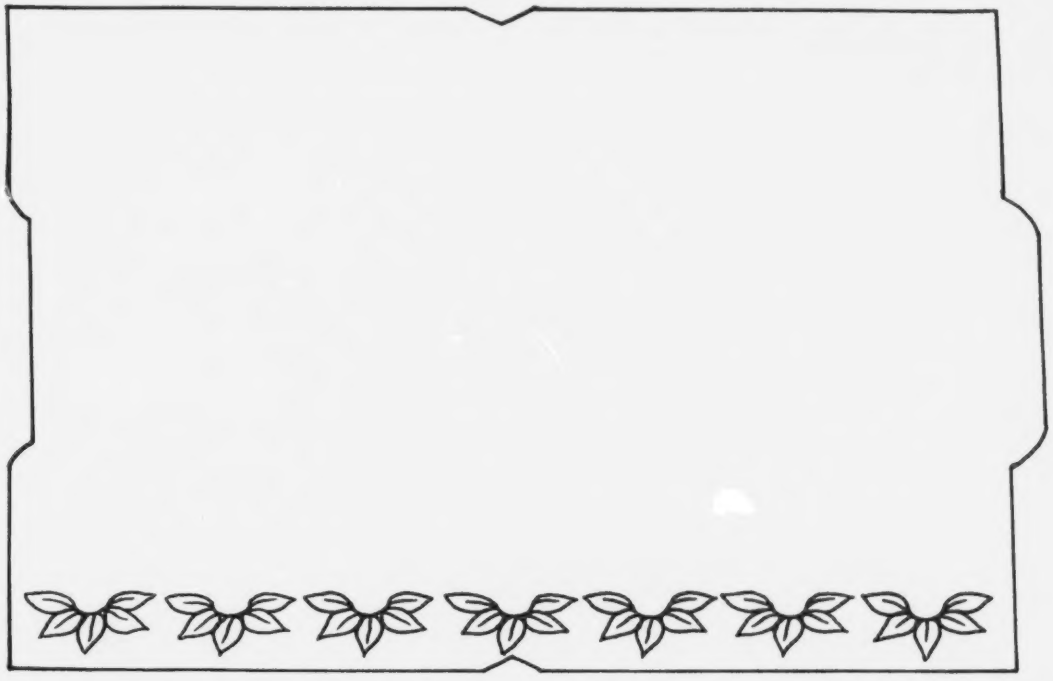
Directions for making activity

1 The name of the activity is placed on the cover page.

2 Seven (or more) leaf arrangements are drawn on the center pages.

3 Seven flowers, graduated in size and height are drawn and cut out of durable paper, such as oak tag.

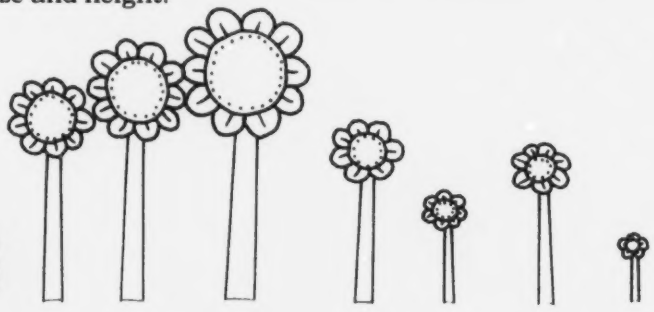
4 A pocket is constructed on the back page to hold flowers.



2

Directions for use

1. Children take turns placing the flowers on the leaves in order of size and height.



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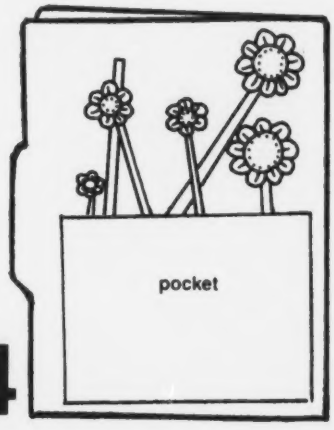
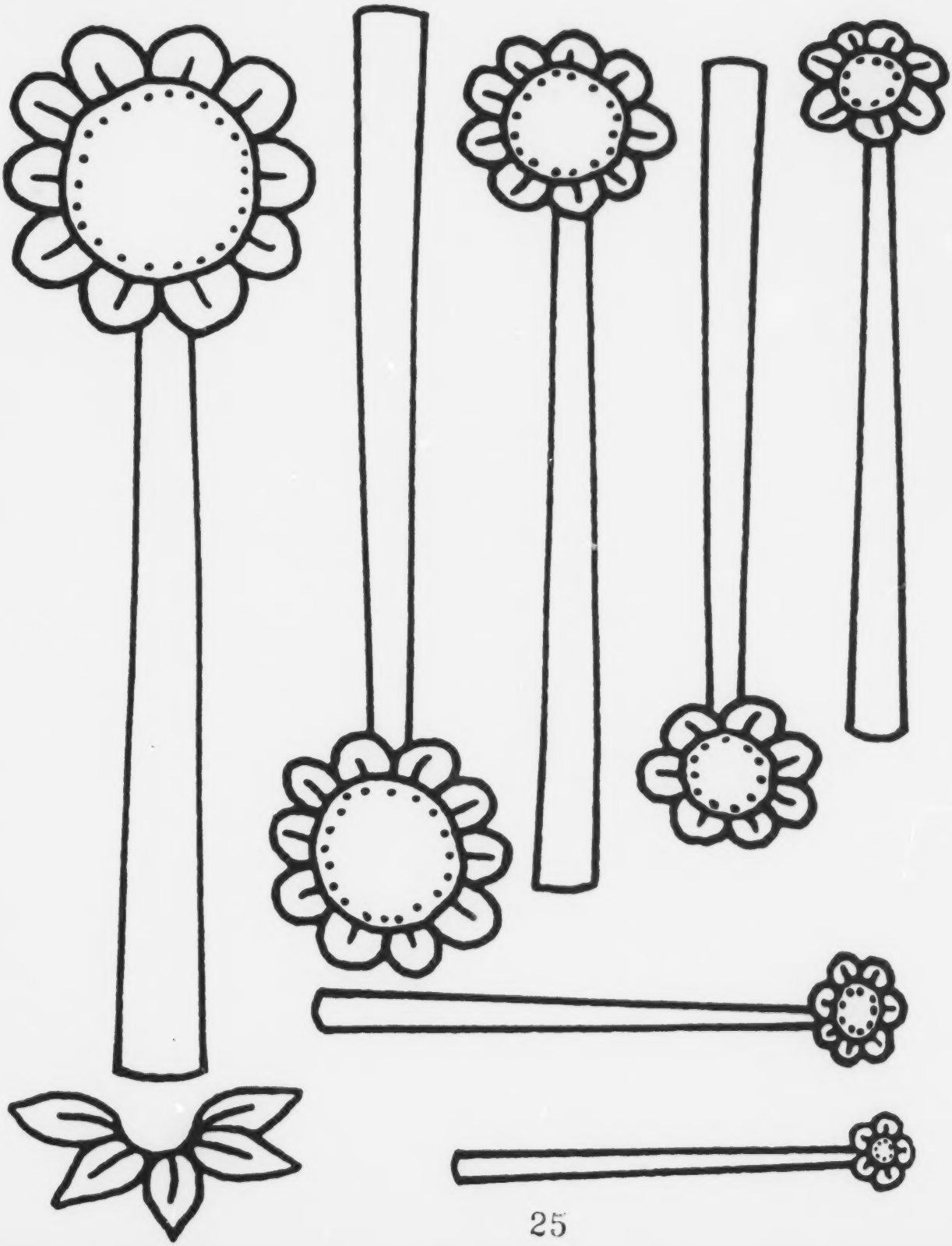


4

Patterns for SERIATION



LEFT HAND/RIGHT HAND

1

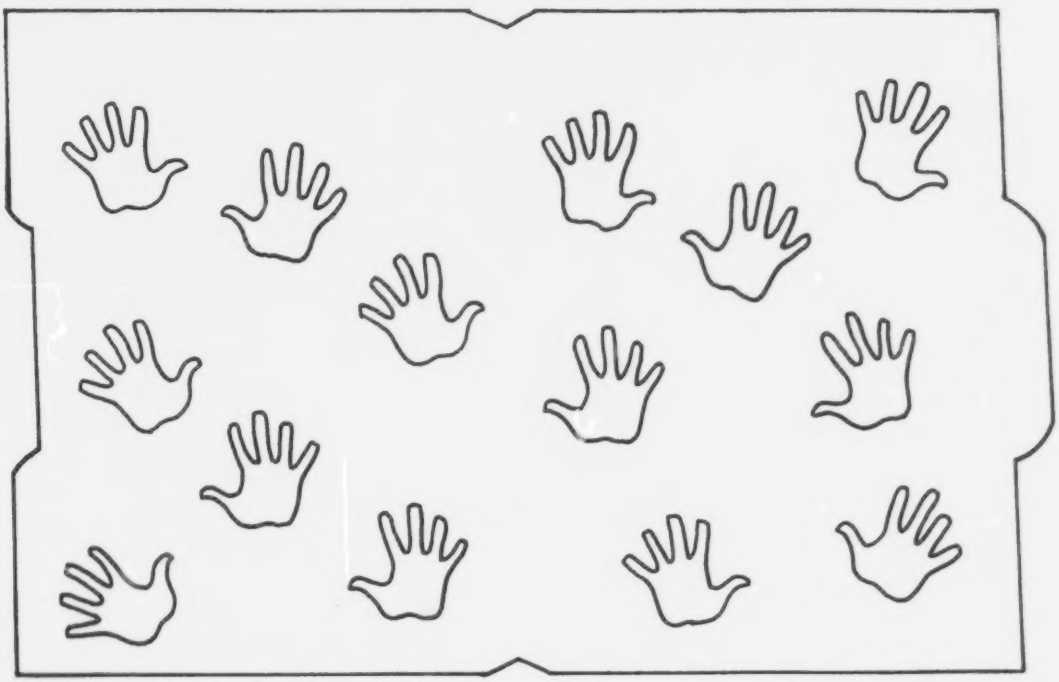
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A series of left and right hand drawings is made on the center pages.

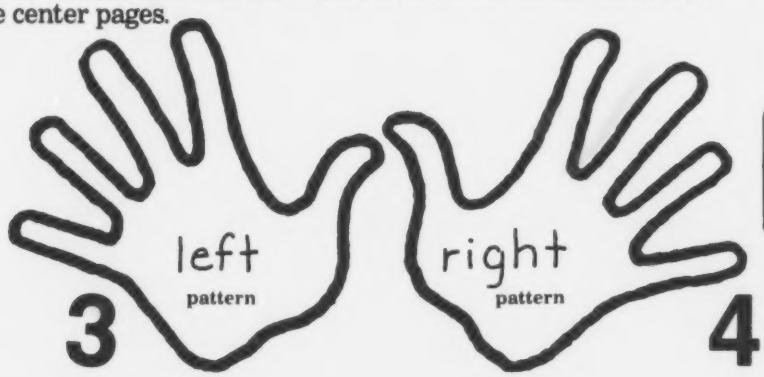
3 Matching hands are drawn and cut out of oak tag and labelled "left" or "right."

4 A pocket is constructed on the back page to hold the matching hands.

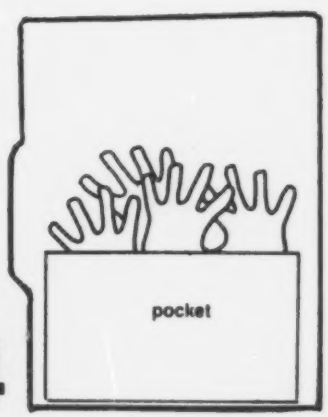

2

Directions for use

1. The child matches a left or right cut-out hand to the drawings on the center pages.



3



4

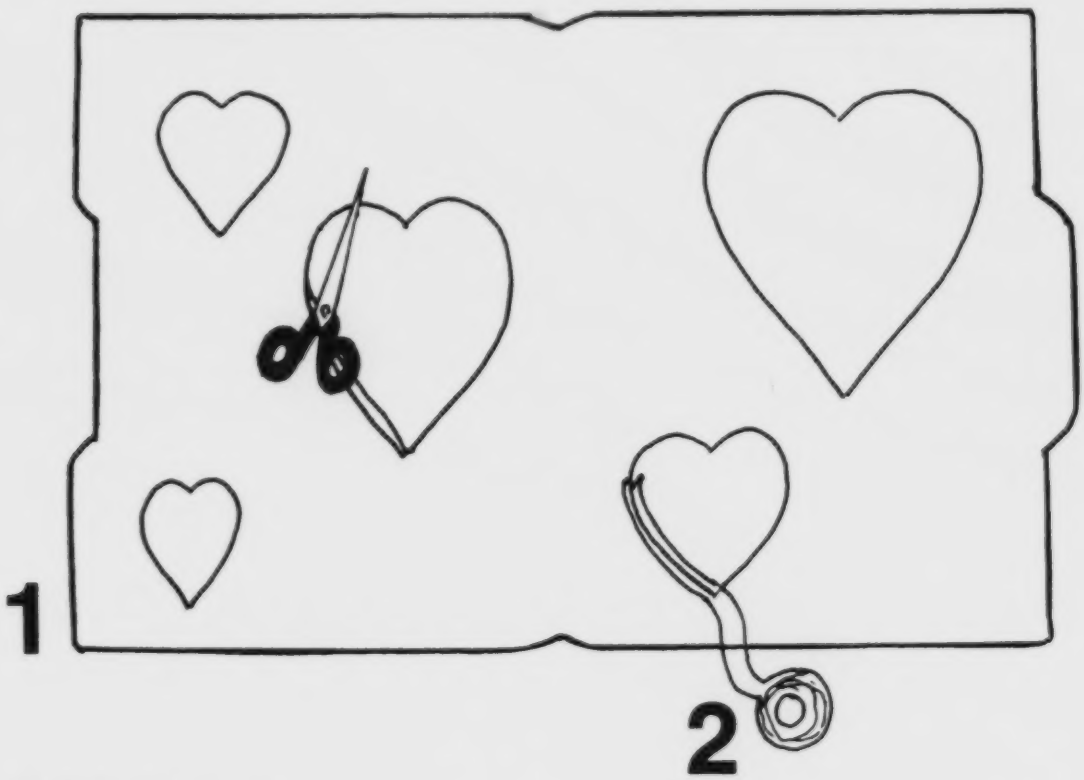
TRACE THE HEARTS

Directions for making activity

1 Five or six different sized hearts are cut out of an opened file folder.

2 The edges of each heart are reinforced with cellophane tape.

3 The file folder is then laminated.

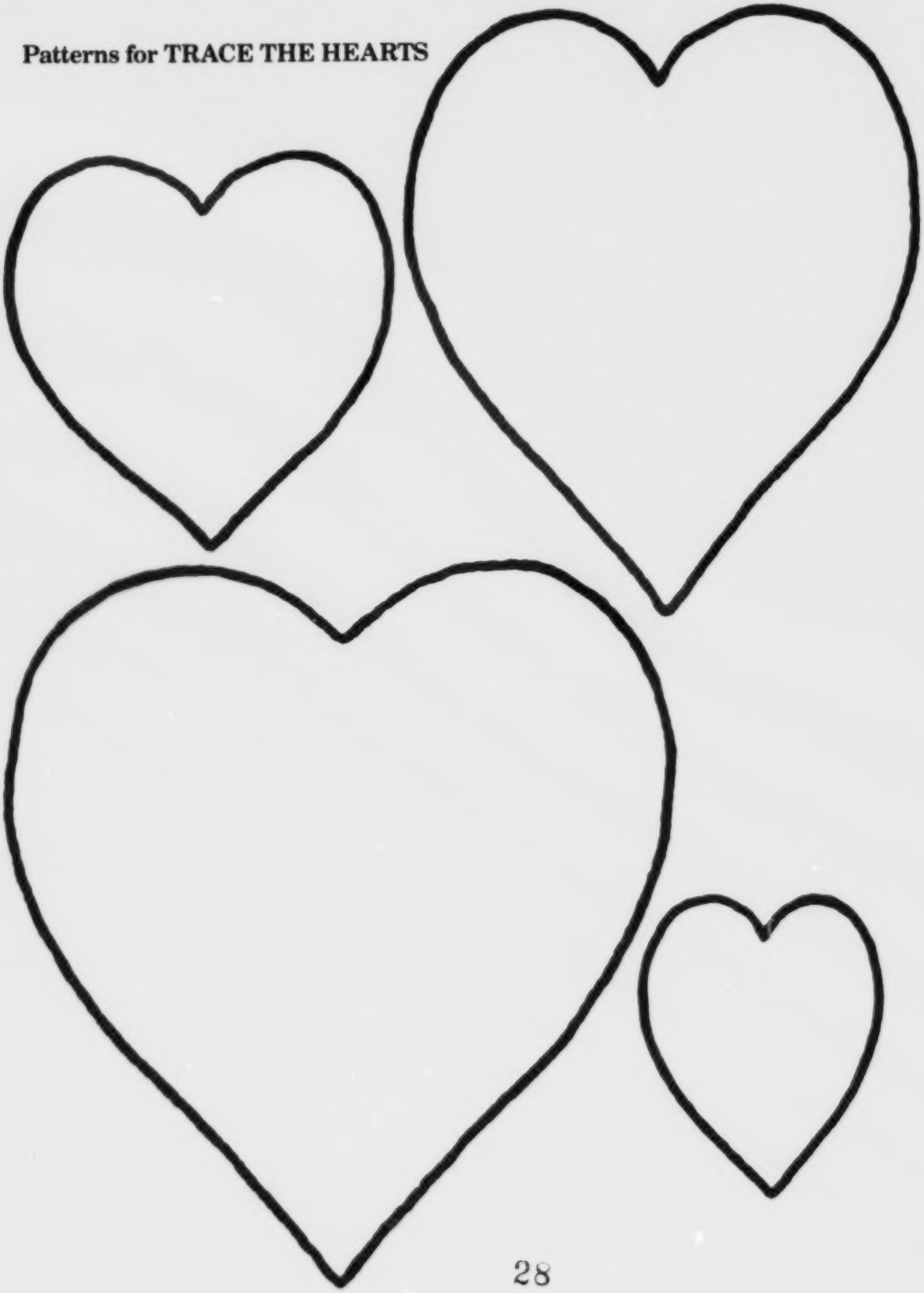


Directions for use

1. Children trace the hearts on white or red construction paper. They may then decorate them with paint, crayons, tissue paper, ribbon, sequins, sparkles, gummed shapes, lace doilies, etc.

This activity is appropriate for Valentine's Day.

Patterns for TRACE THE HEARTS



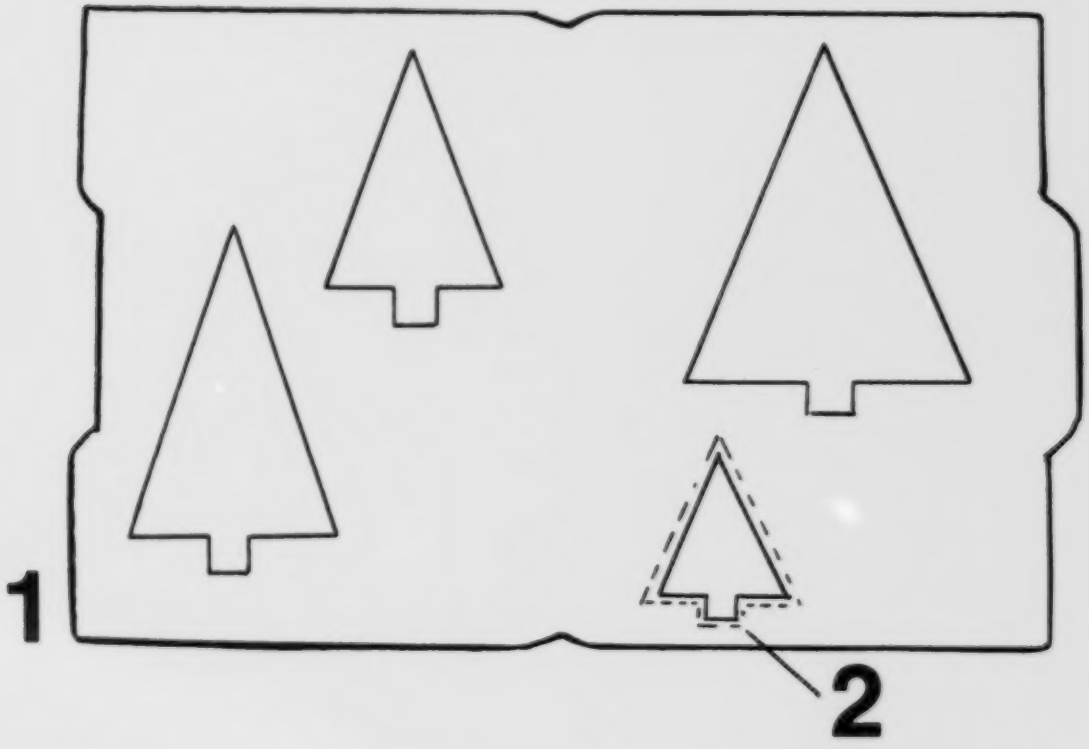
TRACE THE TREES

Directions for making activity

1 Four or five different sized trees are cut out of an opened file folder.

2 The cut edges are reinforced with cellophane tape.

3 The file folder is then laminated.

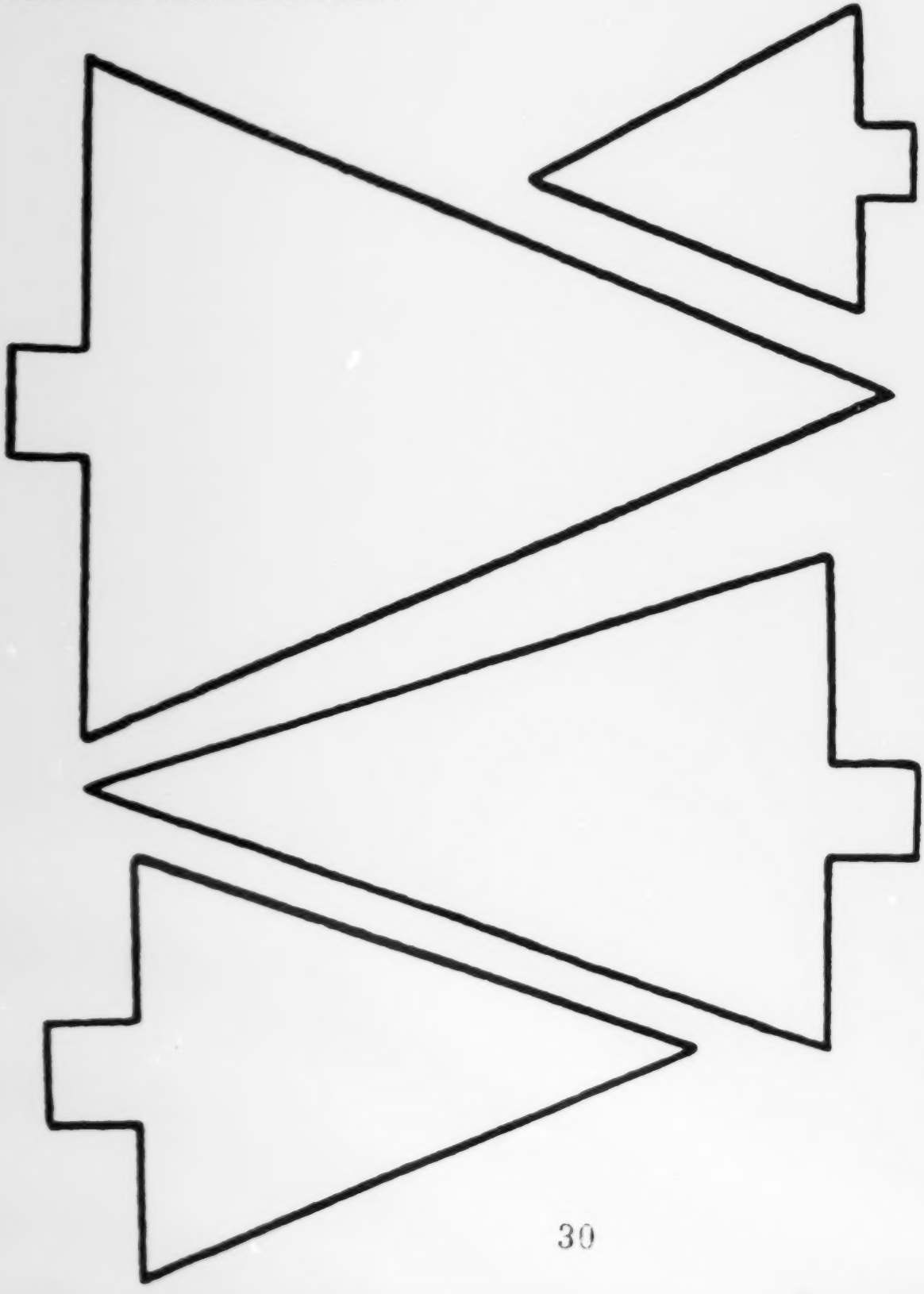


Directions for use

1. Children trace the trees on green construction paper. If used as a Christmas activity, glitter, paint, sequins, tinsel, etc., may be used.

If used as a winter activity, the trees may be spattered with white paint.

Patterns for TRACE THE TREES



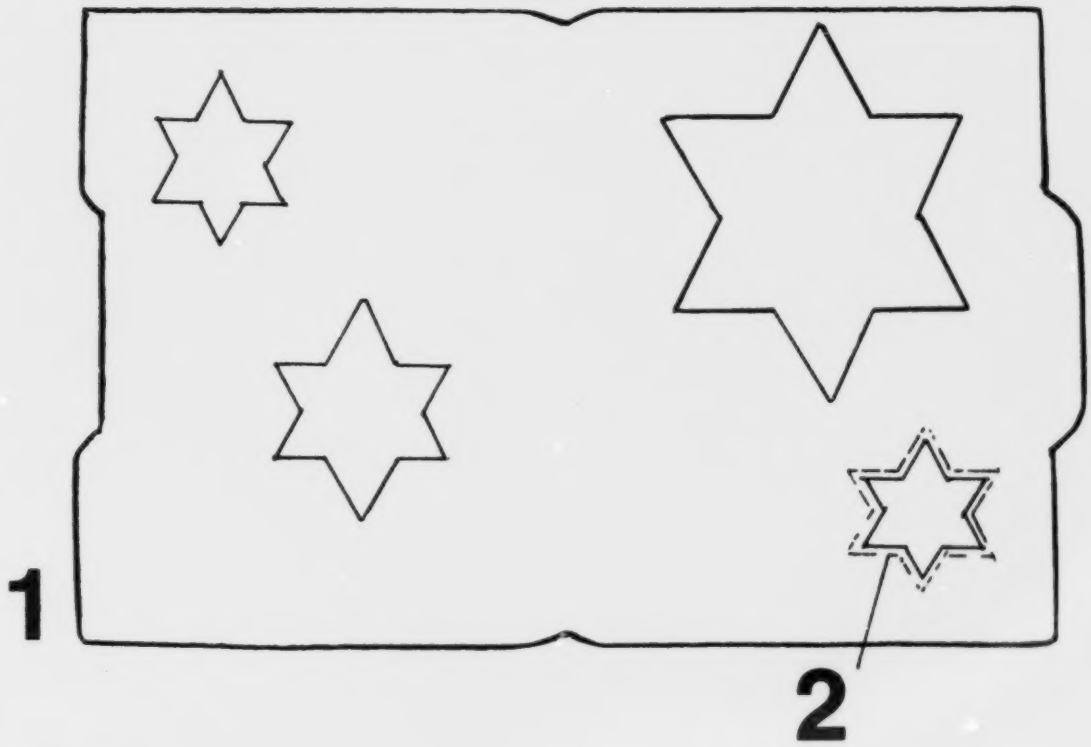
TRACE THE STARS

Directions for making activity

1 Four or five different sized stars are cut out of an opened file folder.

2 The cut edges are reinforced with cellophane tape.

3 The file folder is then laminated.

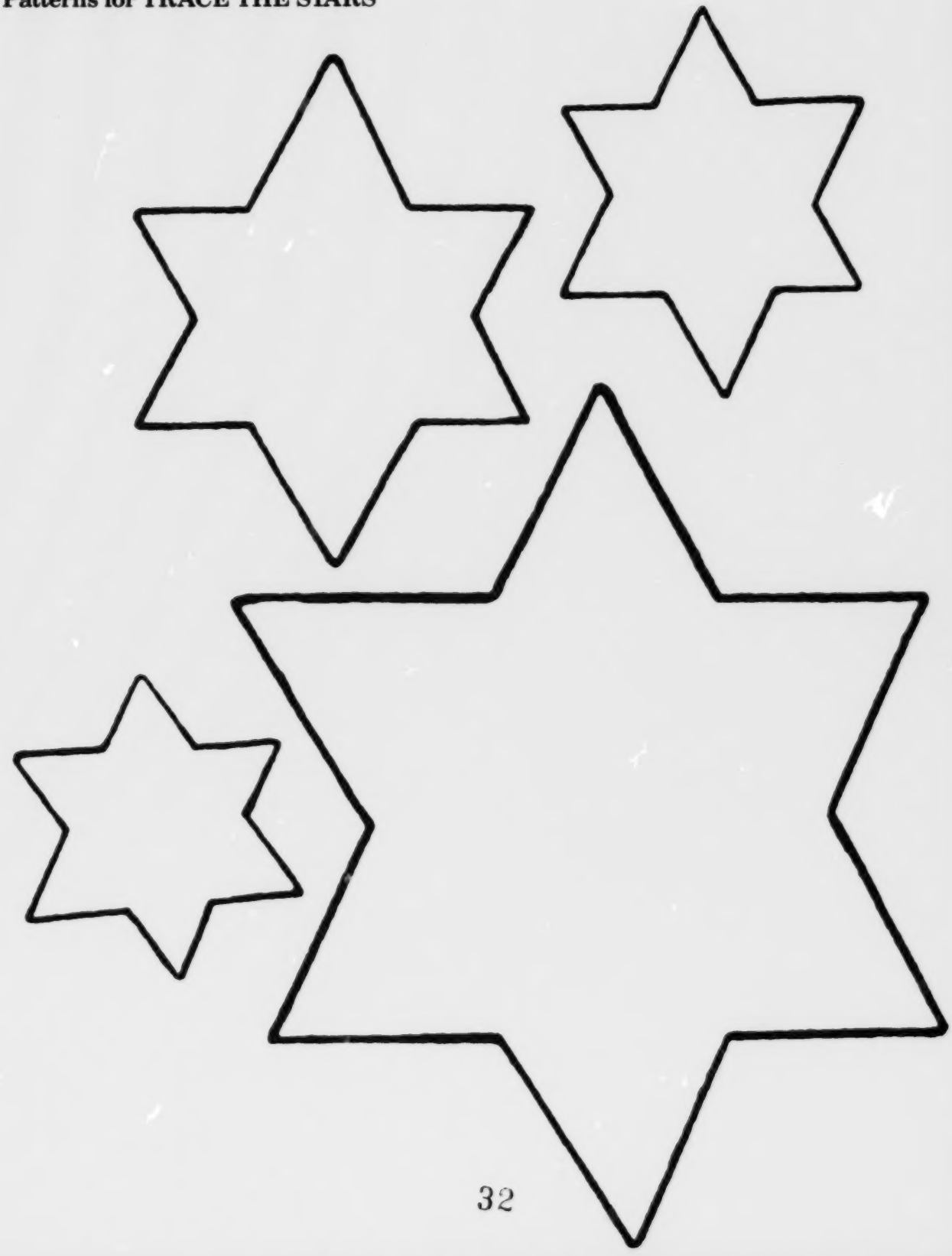


Directions for use

1. Children trace the stars on various colored pieces of construction paper. They are then decorated with glitter or spatter-painted for either a Christmas or a Hanukkah decoration.

Suggestion: *Other file folders which require tracing skills might include egg shapes for Easter or pumpkins for Halloween.*

Patterns for TRACE THE STARS



TRACE AND COLOR

1

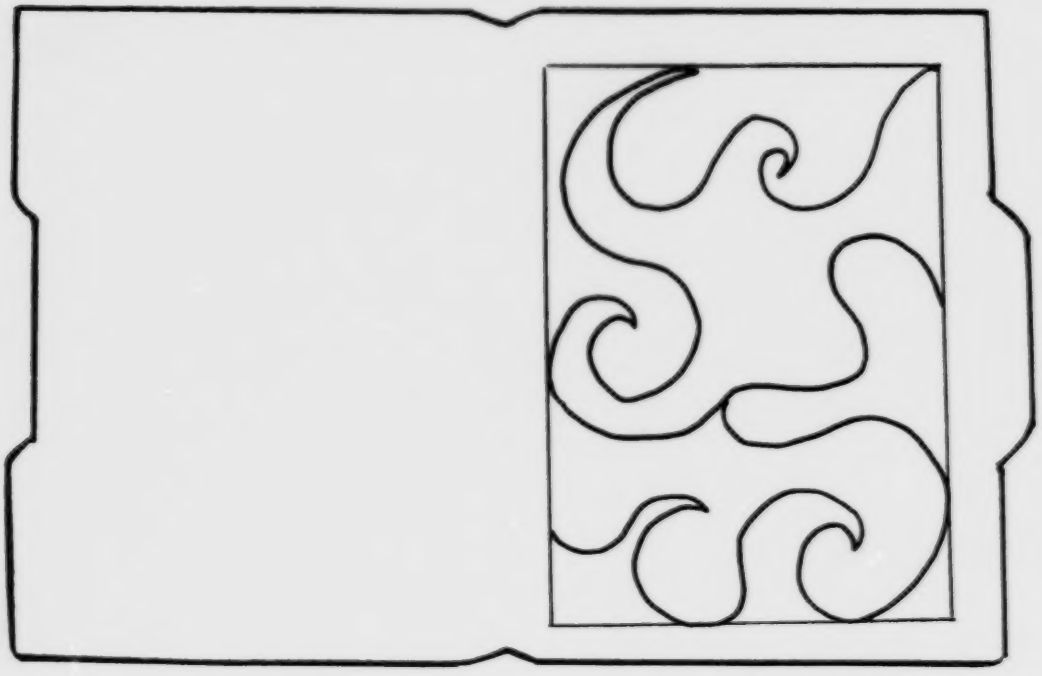
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A design (8½" x 11") is drawn on the right center page with a heavy, black felt marker.

3 The file folder is then laminated.

4 Typing paper, crayons and pencils are provided.



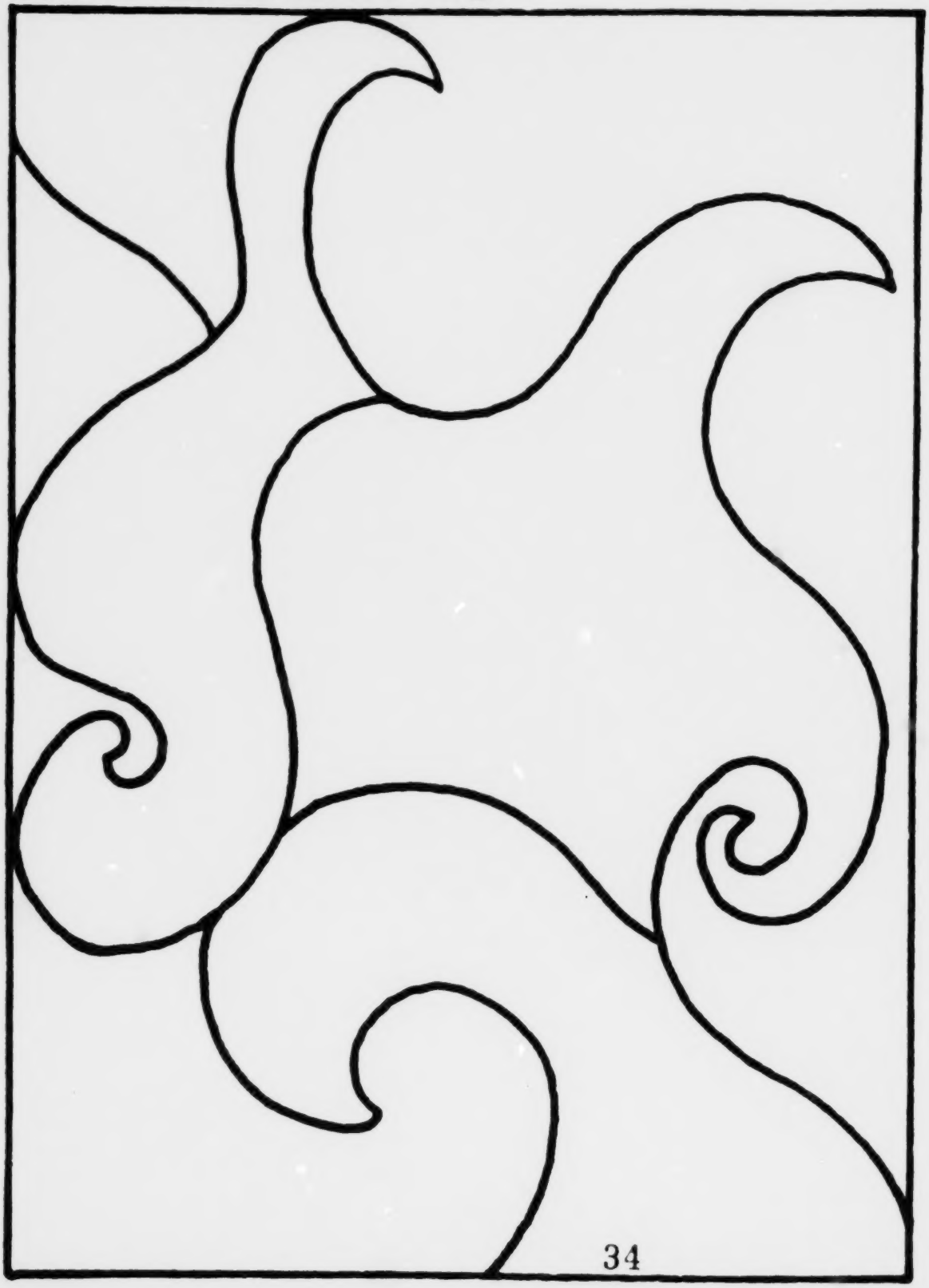
2

Directions for use

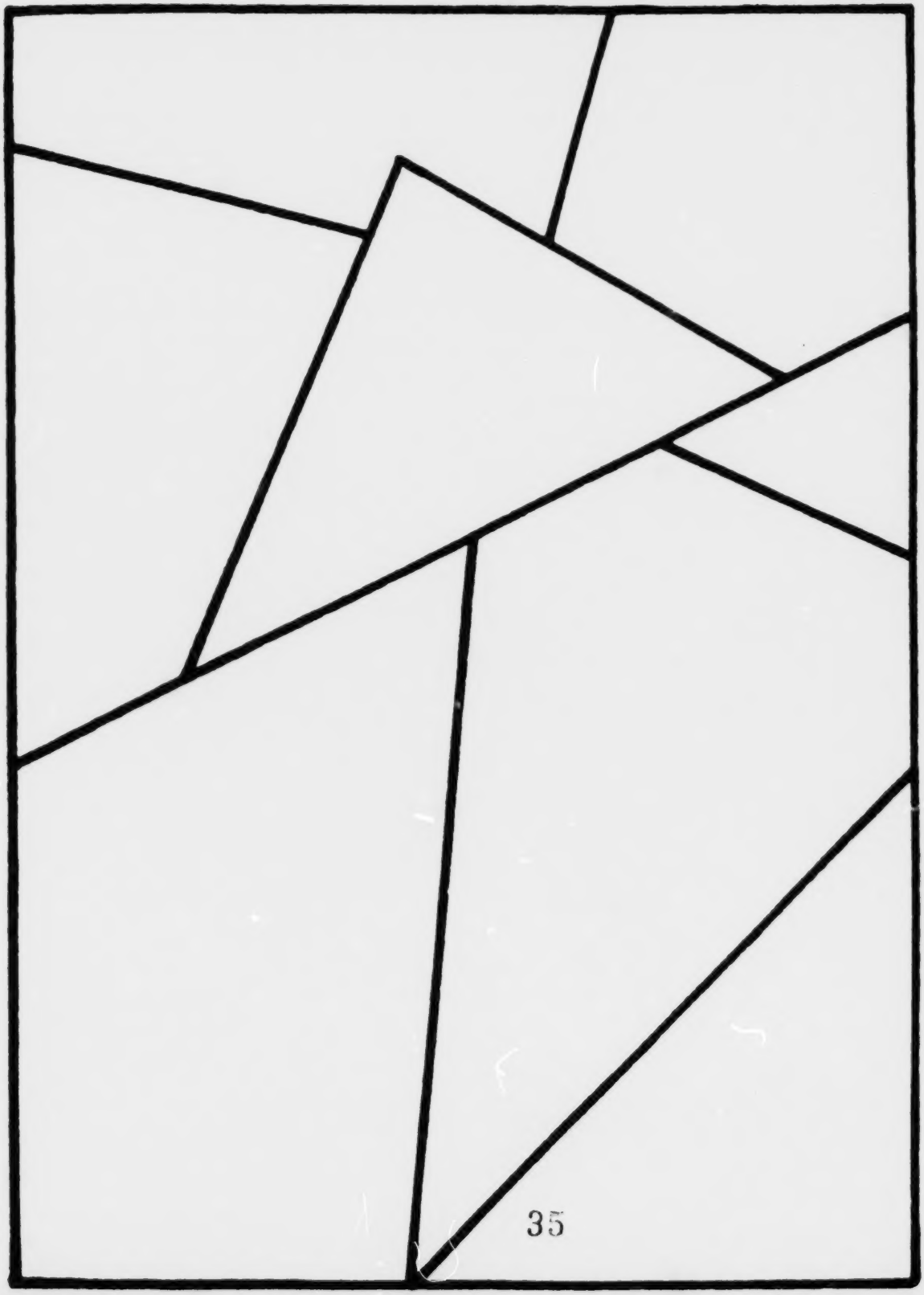
1. A piece of typing paper is placed over the design and the child traces it with a pencil. The tracing may then be colored.

Suggestion: *Several file folders with different patterns to trace and color may be offered to students at the same time. A sign-up sheet may be placed on the table to encourage participation in more than one file folder activity.*

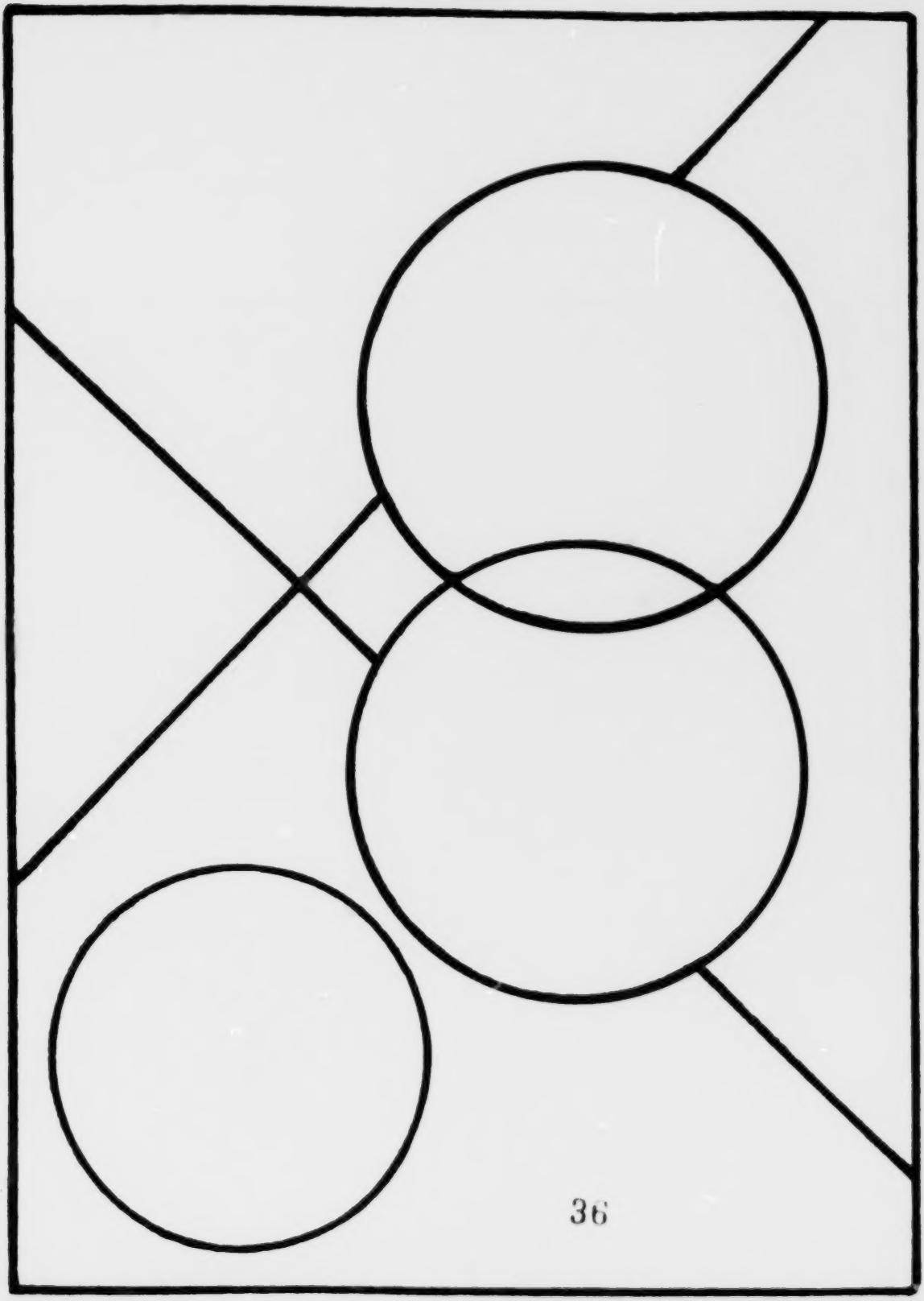
Pattern for TRACE AND COLOR–Design 1



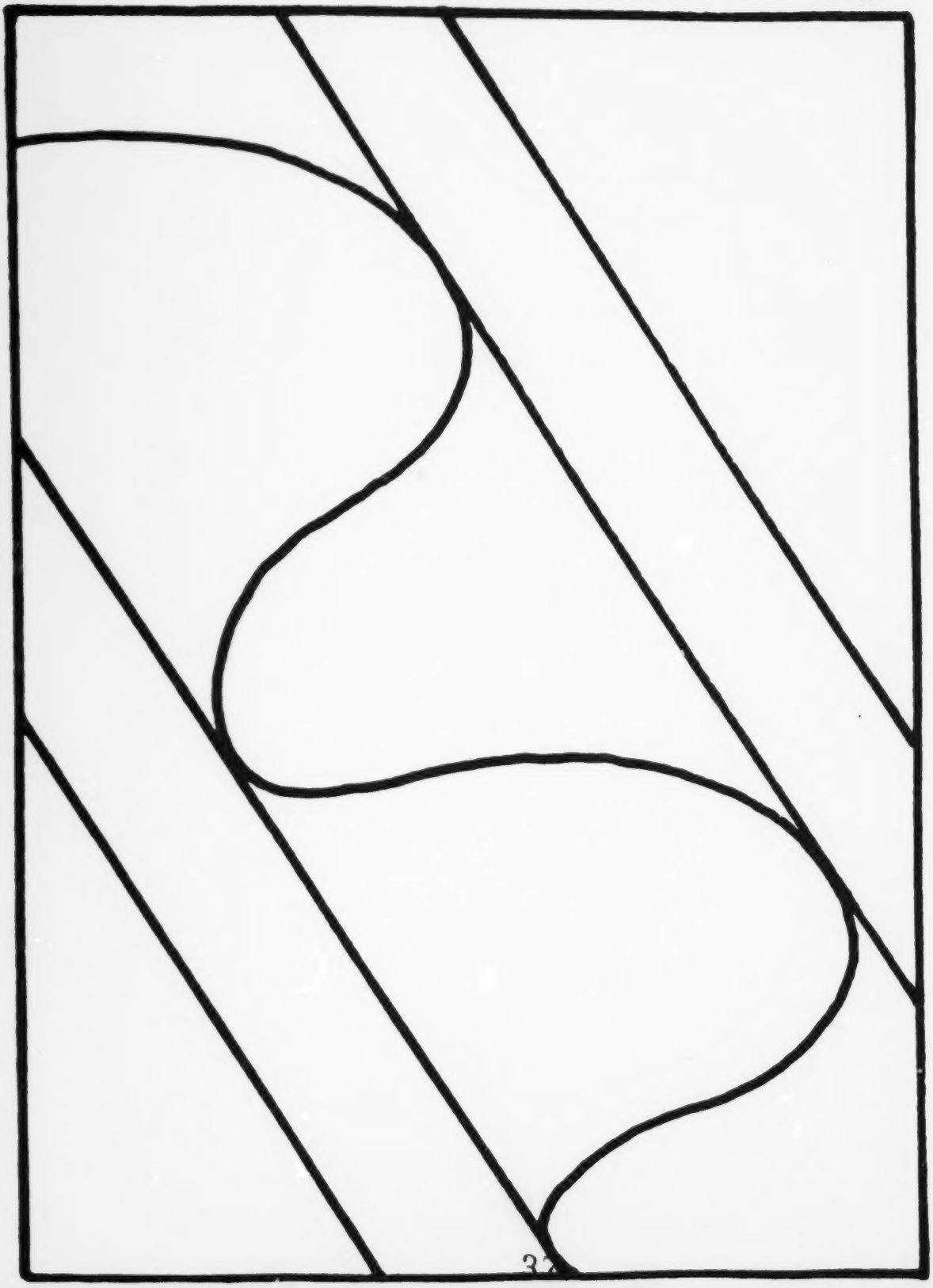
Pattern for TRACE AND COLOR–Design 2



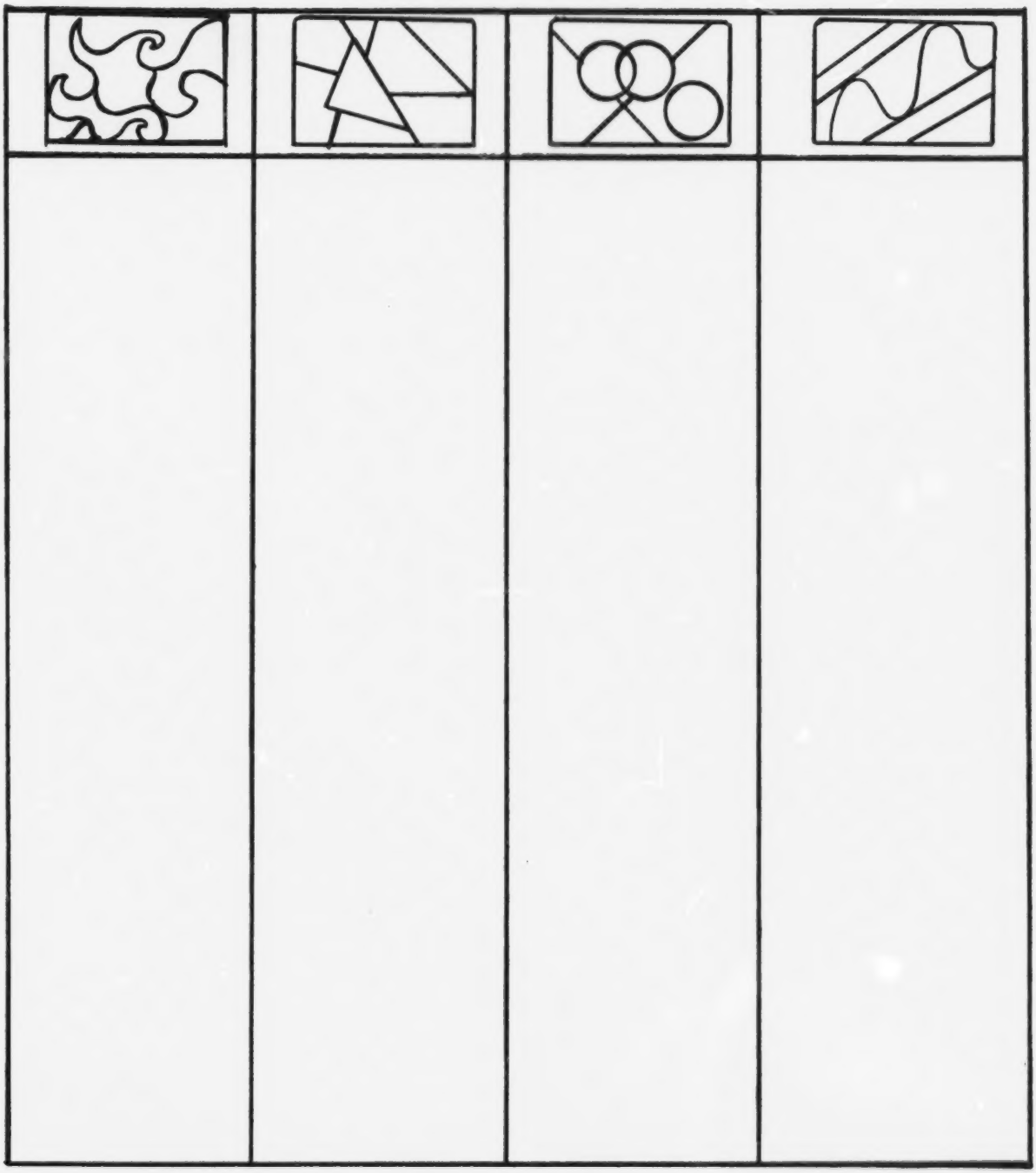
Pattern for TRACE AND COLOR–Design 3



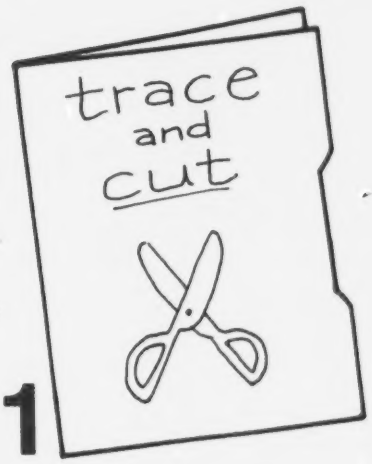
Pattern for TRACE AND COLOR–Design 4



Sign-up sheet for TRACE AND COLOR
(Designs may be numbered for easy identification.)



TRACE AND CUT



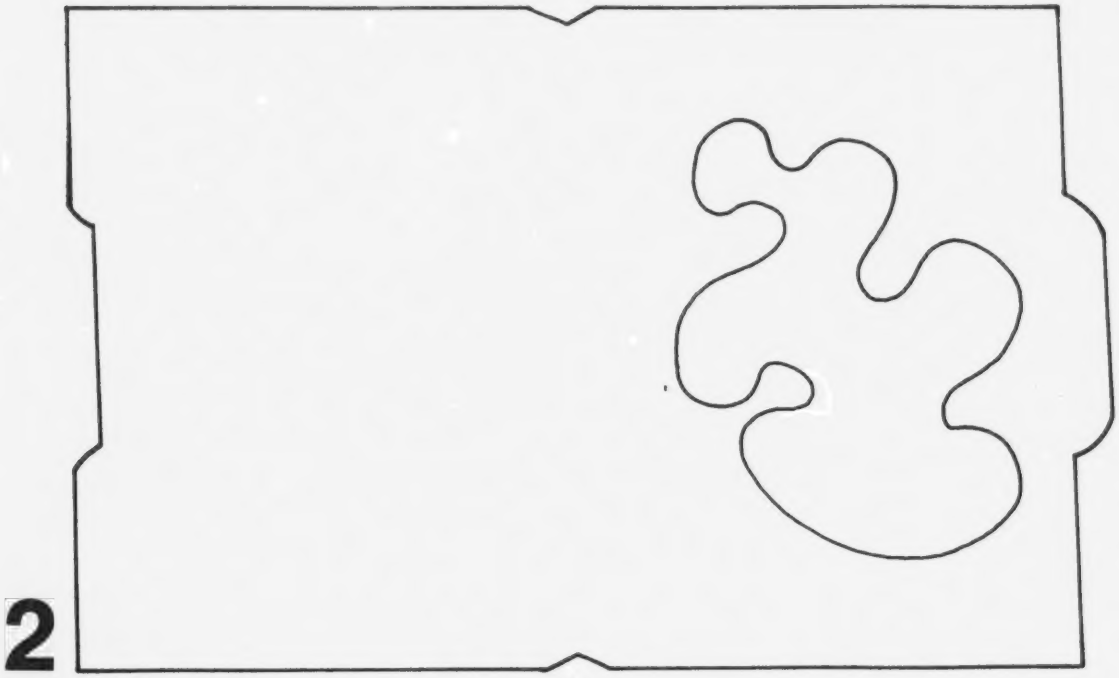
1

Directions for making activity

1 The name of the activity is placed on the cover page. A drawing of a scissors on the cover makes it easy to identify.

2 An abstract, closed design is drawn on the right center page with a heavy, black-felt marker.

3 Typing paper, pencils and scissors are provided.



2

Directions for use

1. A sheet of typing paper is placed over the design and the child traces it with a pencil. The tracing is then cut out.

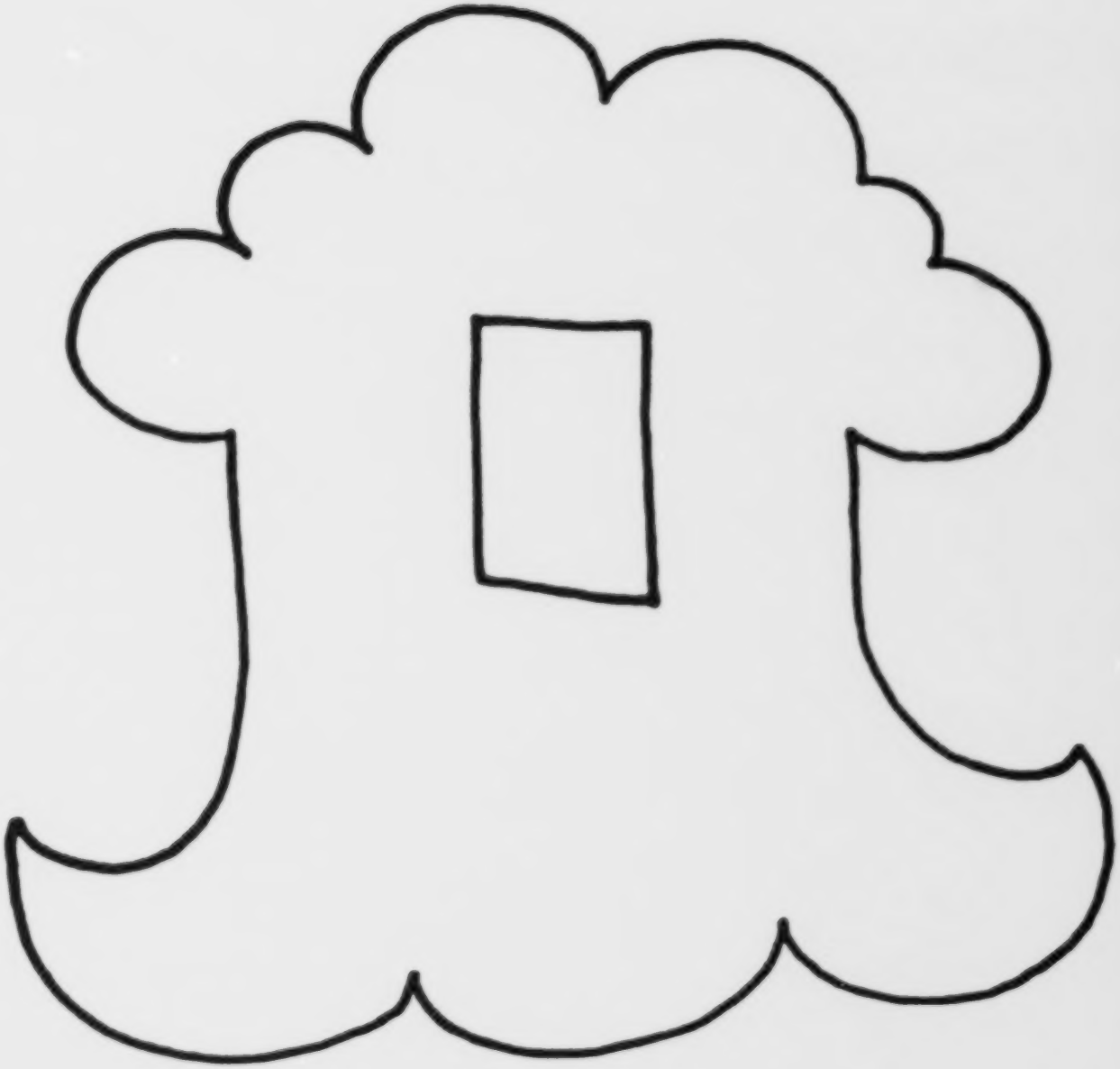
Suggestion: *Several file folders with different abstract designs may be offered to students at the same time. A sign-up sheet with columns that are headed with similar abstract patterns is placed on the table.*

Pattern for TRACE AND CUT–Design 1

Pattern for TRACE AND CUT–Design 2

Pattern for TRACE AND CUT–Design 3

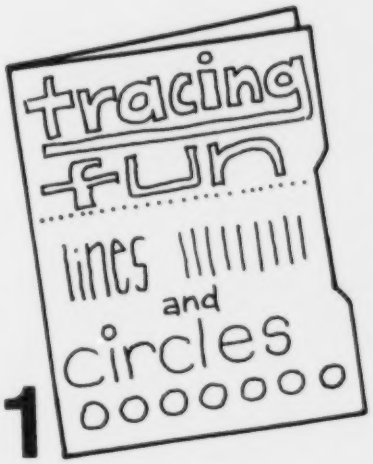
Pattern for TRACE AND CUT–Design 4



Sign-up sheet for TRACE AND CUT
(Designs may be numbered for easy identification.)

1.	2.	3.	4.
Jodi Laney Joyce	Joyce	Jeff Gerald Sam	Layla Lisa

TRACING FUN–Lines And Circles



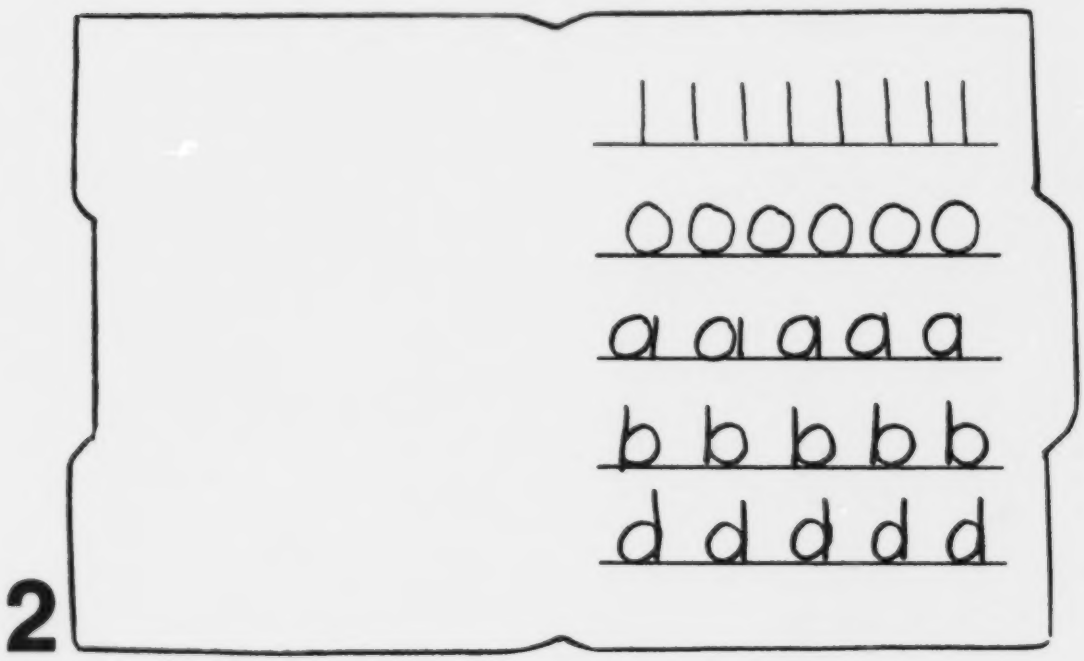
Directions for making activity

1 The name of the activity is placed on the cover page.

2 Five lines are drawn on the right center page. Lines or circles or a combination of the two are drawn on the five lines.

3 The file folder is then laminated.

4 Tracing paper and pencils are provided.

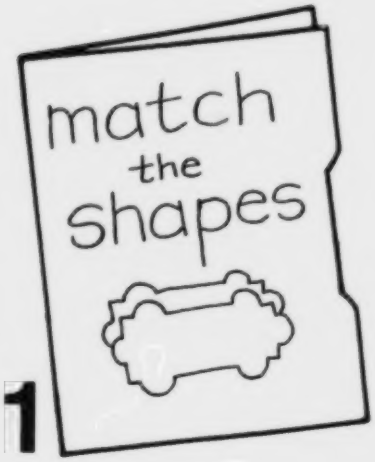


Directions for use

1. Children place tracing paper over the patterns and trace.

Suggestion: *Other shapes which can be made to form letters may be offered at the same time.*

MATCH THE SHAPES



1

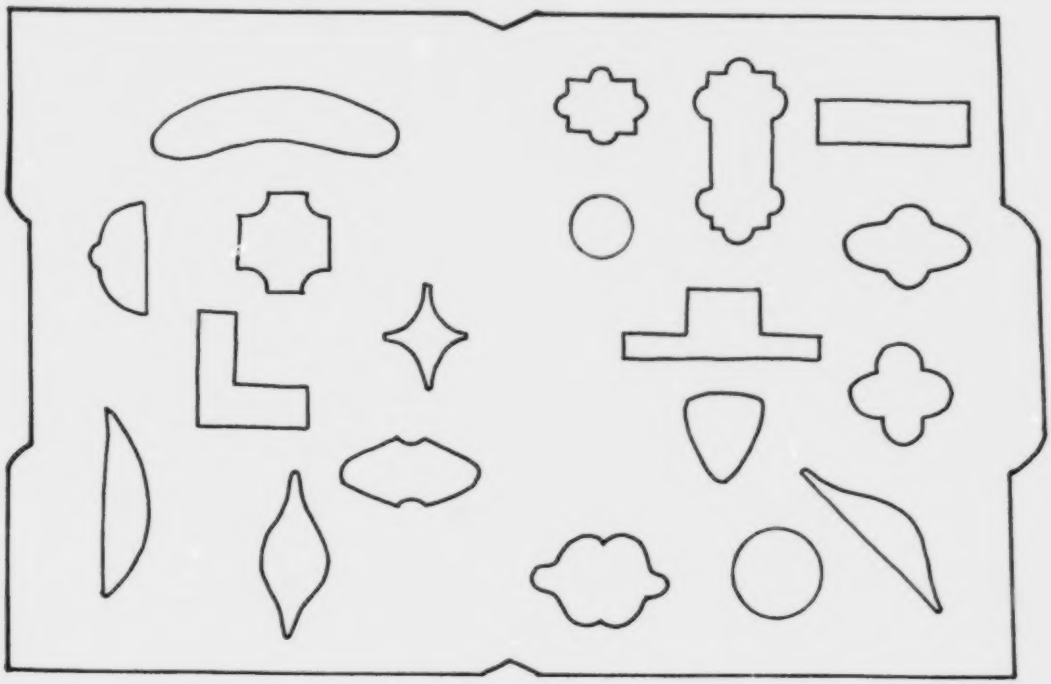
Directions for making activity

1 The name of the activity is placed on the cover page.

2 Small wooden shapes are traced on the center pages. For added attraction, they may be colored in with felt markers.

3 The small wooden shapes may be kept in a plastic zip-lock bag and attached to the file folder with a clothes pin or a paper clip.

4 The file folder is then laminated.

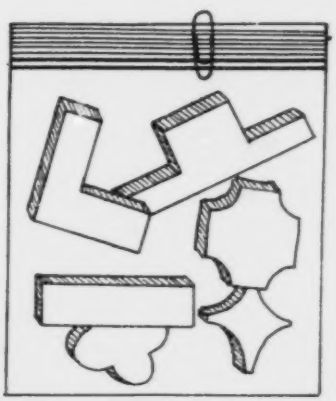


2

Directions for use

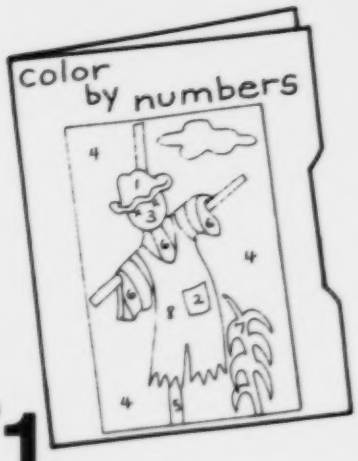
1. The child places the matching wooden shapes on their silhouettes.

Note: *Wooden shapes may be purchased at educational supply houses or at lumber yards.*



3

COLOR BY NUMBERS



1

Directions for making activity

1 The name of the activity is placed on the cover page.

2 A list of various colors, each numbered, is placed on the left center page.

3 A drawing with clearly defined, numbered areas is placed at the right center page.

4 A worksheet with the same drawing (but minus the numbers) is provided.

5 The file folder is laminated.

2 & 3

1-- red
2-- blue
3-- yellow
4-- green
5-- orange
6-- purple
7-- pink
8-- brown

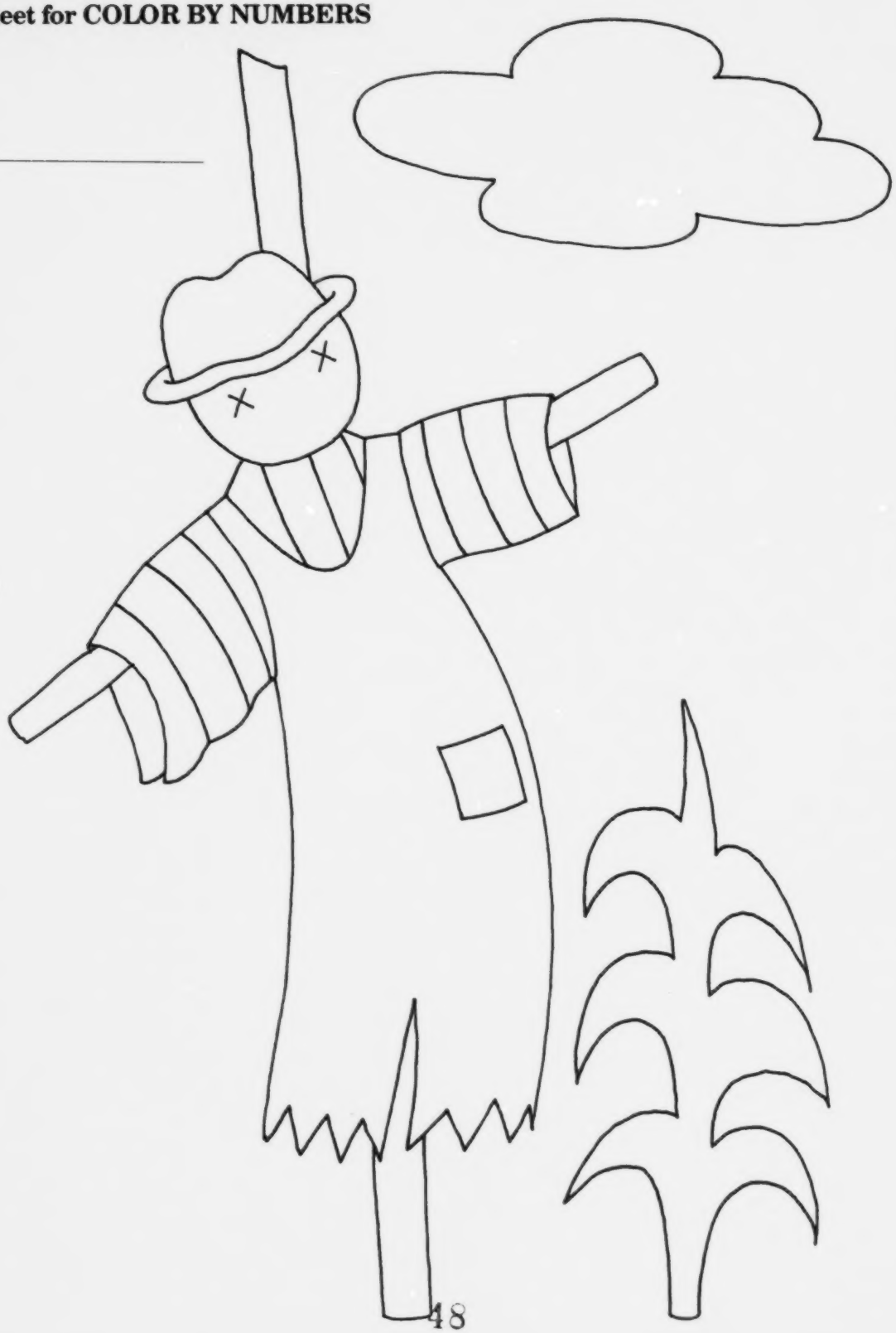
Directions for use

1. Children color the worksheet according to the numbered colors, as indicated on the file folder drawing.

4

Worksheet for COLOR BY NUMBERS

Name_____



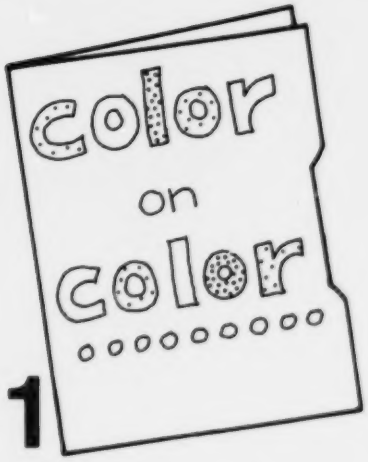
Chapter 3

Pre-Reading And Reading

Pre-reading activities in this chapter include games and matching exercises, letter sounds and letter recognition, sorting, identifying and sequencing.

Reading activities cover a variety of skills that are fundamental, including exercises in phonics, alphabetizing, and rhyming.

COLOR ON COLOR



1

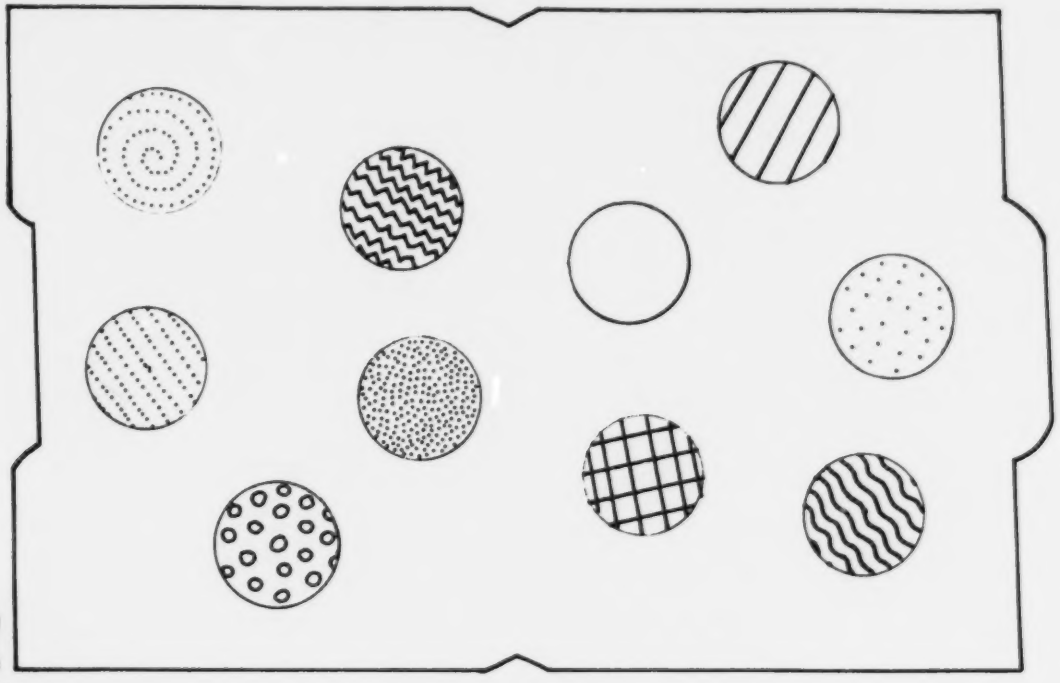
Directions for making activity

1 The name of the activity is placed on the cover page.

2 Ten or more circles, or squares, are drawn on the center pages. Each is a different color. It is recommended that water-color felt-tipped markers be used.

3 A matching set of similarly colored circles is cut out.

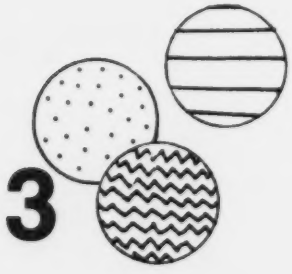
4 A pocket is constructed on the back cover to hold the cut out circles.



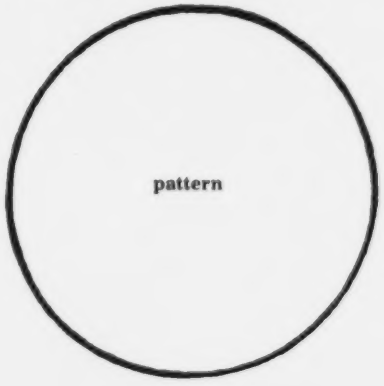
2

Directions for use

1. The child matches the cut out circles to the similarly colored circles on the playing board.

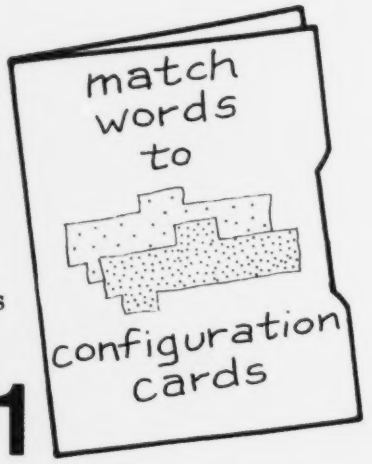


3



4

MATCH WORDS TO CONFIGURATION CARDS



1

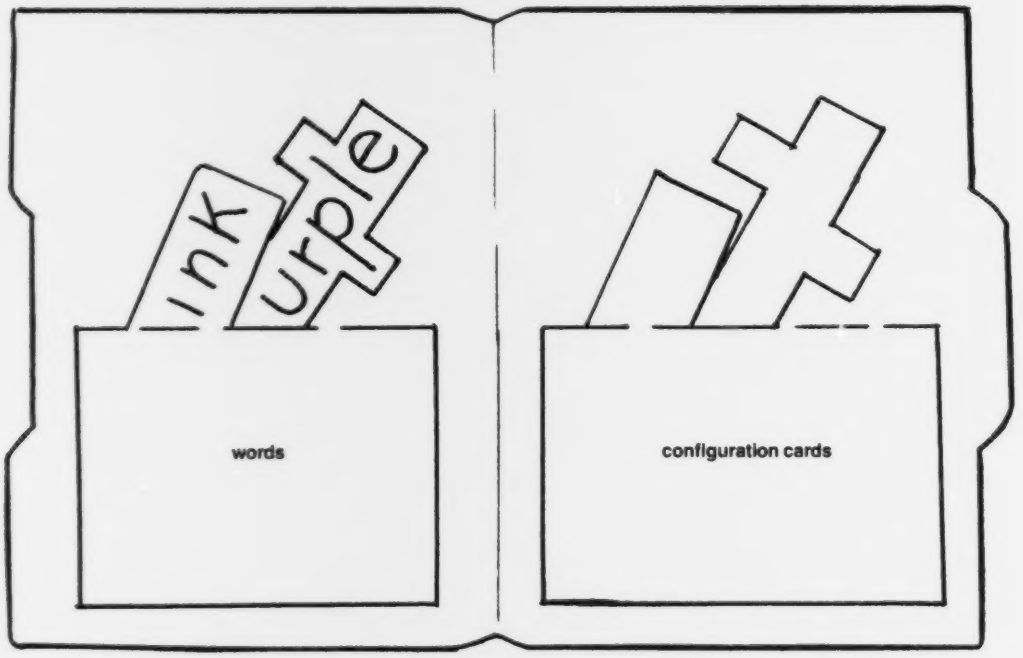
Directions for making activity

1 The name of the activity is placed on the cover page. It may be decorated with colored construction paper.

2 Two large pockets are constructed on the center pages. One is labelled "words" and the other "configuration cards."

3 Ten color words on oak tag are constructed with matching blank configuration cards.

4 The file folder is then laminated.



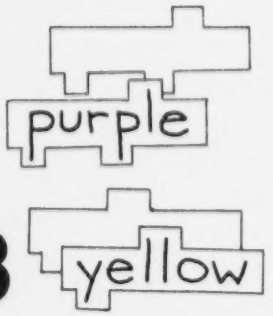
2

Directions for use

1. The children remove the cards from their pockets and place matching pairs together.

Instructions for making the cards and a sign-up sheet are given on the next pages.

Suggestion: *Several folder games using this same idea may be placed on the table at the same time with a sign-up sheet. Other categories might include: fruit, vegetables, toys, furniture, animals, etc.*

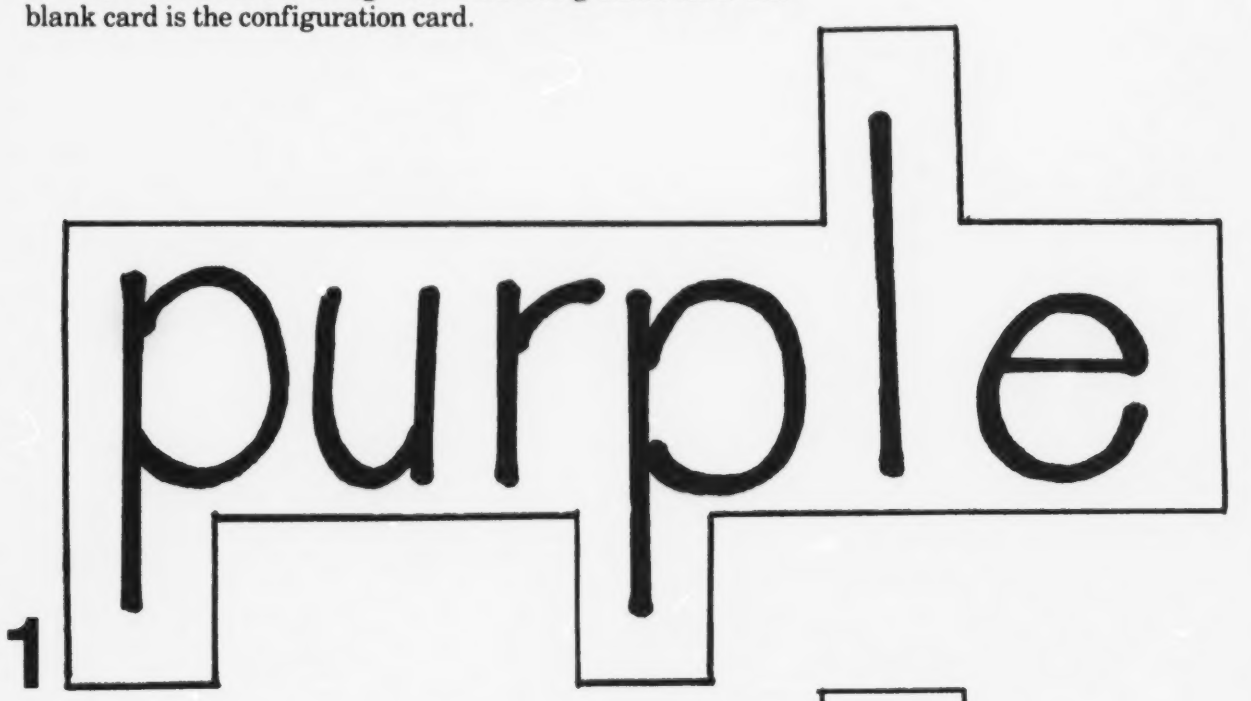


3

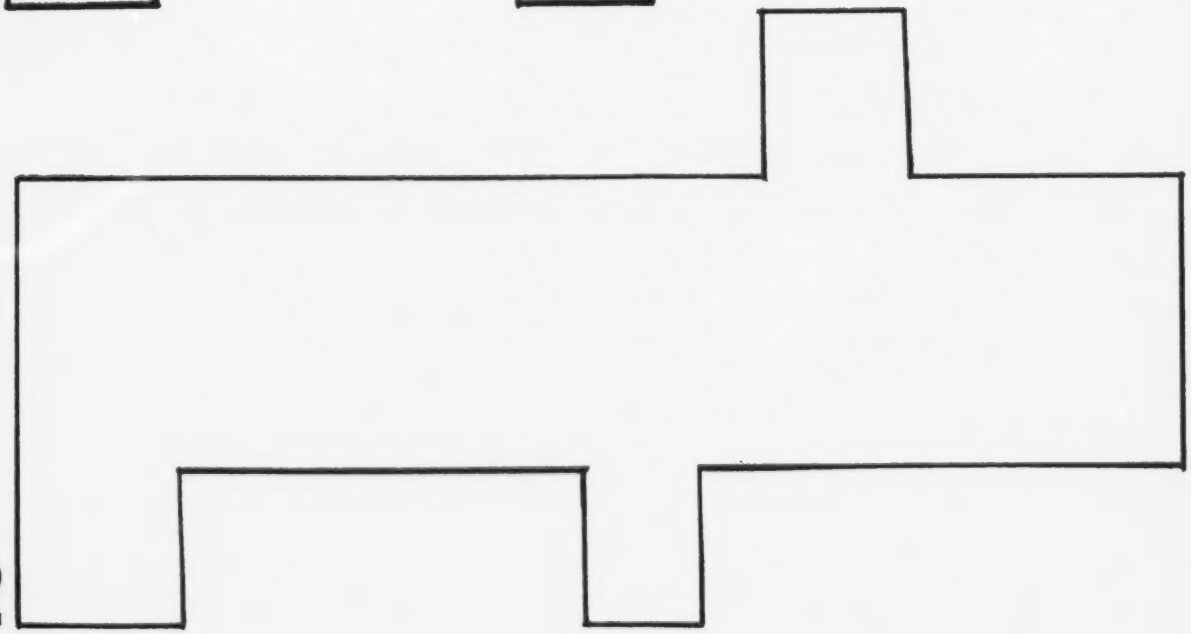
Patterns for MATCH WORDS TO CONFIGURATION CARDS

1 The word is printed on oak tag or poster board. Then, using a ruler, the word is outlined.

2 The word is cut out along with a matching blank card. The blank card is the configuration card.

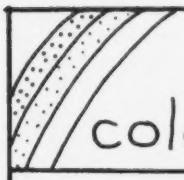


1

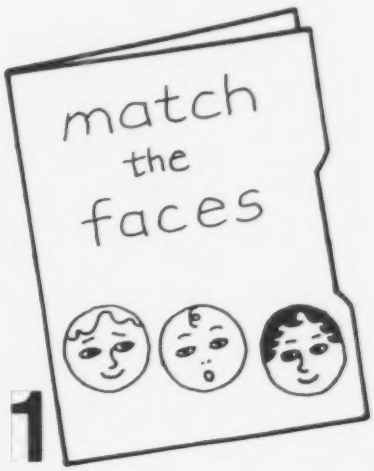


2

Sign-up sheet for MATCH WORDS TO CONFIGURATION CARDS

 colors	fruit	pets	toys

MATCH THE FACES



1

Directions for making activity

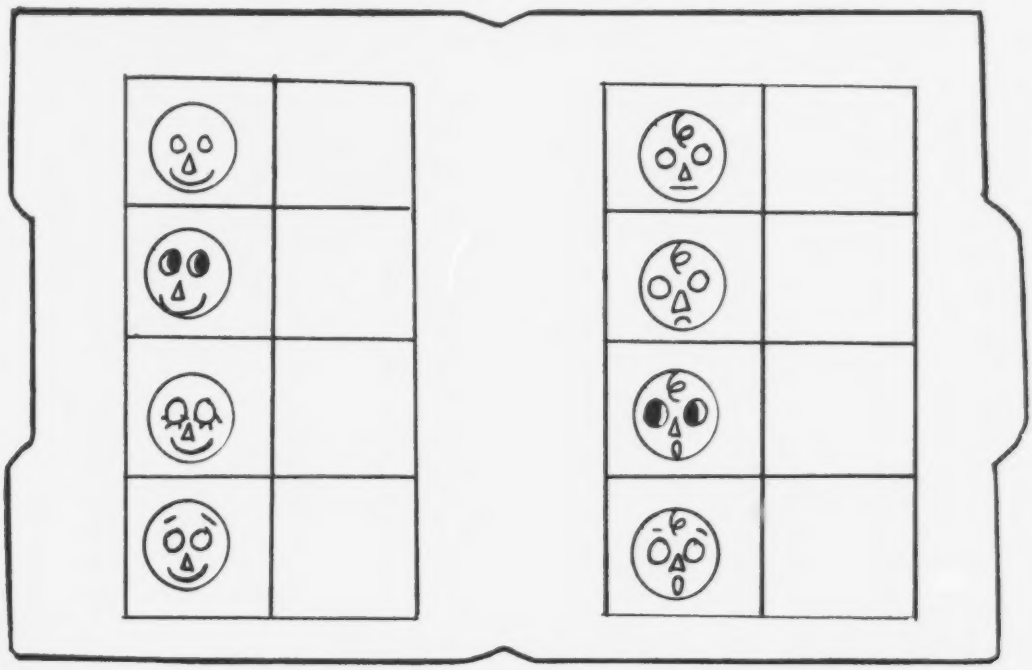
1 The name of the activity is placed on the cover page.

2 A two-columned grid is drawn on each of the center pages. On the left column of the grids, a series of faces is drawn.

3 Faces that match those on the grid are cut out.

4 A pocket is constructed on the back cover to hold the cut out faces. For ease in handling, they may be kept in an envelope.

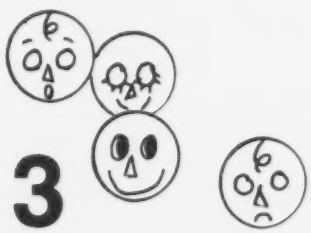
5 The file folder is then laminated.



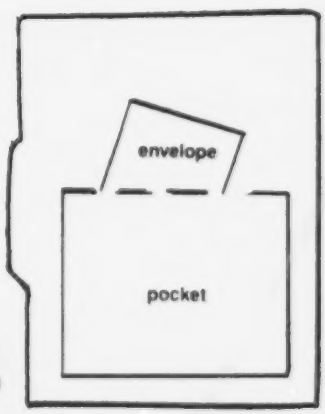
2

Directions for use

1. The child places each face card next to its matching face on the center pages.



3



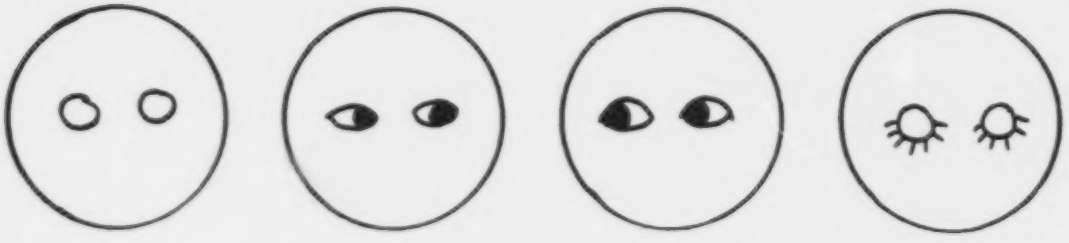
4

Patterns for MATCH THE FACES

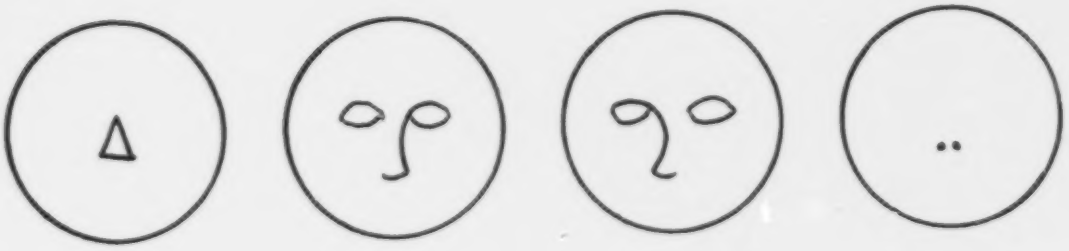
Starting with a circle, the features are added. Combinations of the following are suggested:

Hair and Eyebrows

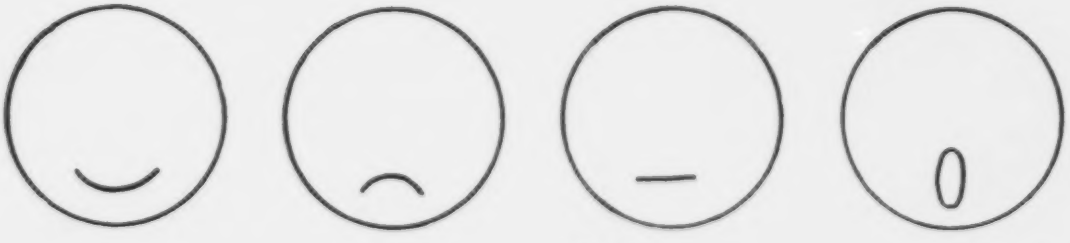
Eyes



Nose



Mouth



MATCH THE UMBRELLAS

1

Directions for making activity

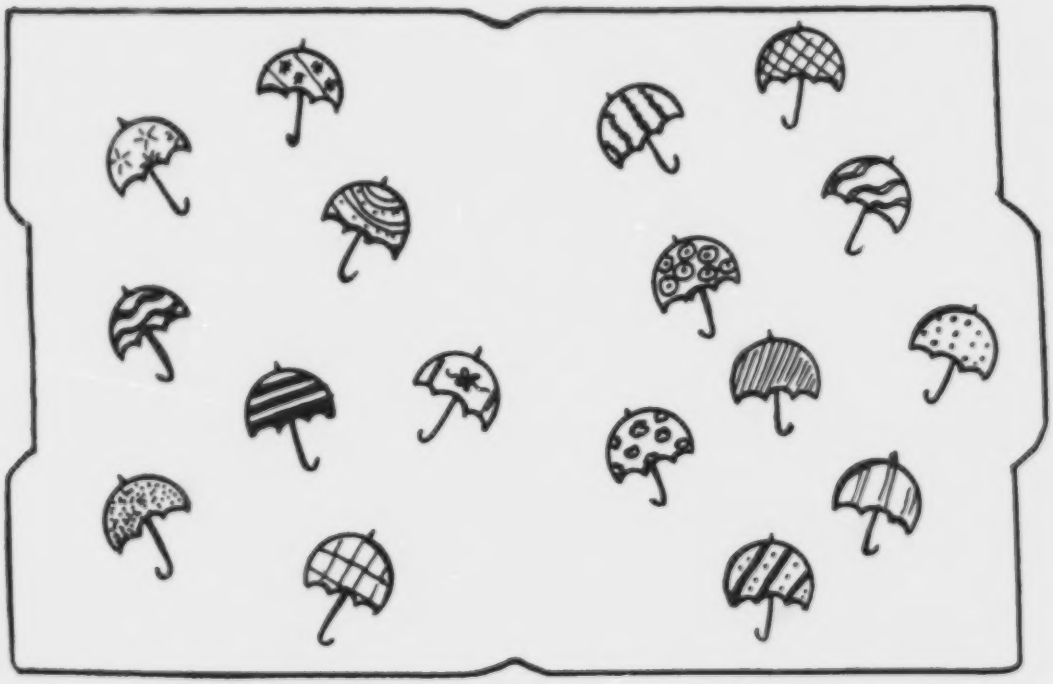
1 The name of the activity is printed on the cover page.

2 Using a variety of wallpaper patterns, pairs of umbrellas are cut out. One set is pasted on the center pages.

3 The second set of umbrellas is used for matching.

4 A pocket is constructed on the back cover to hold umbrellas.

5 The file folder is then laminated.

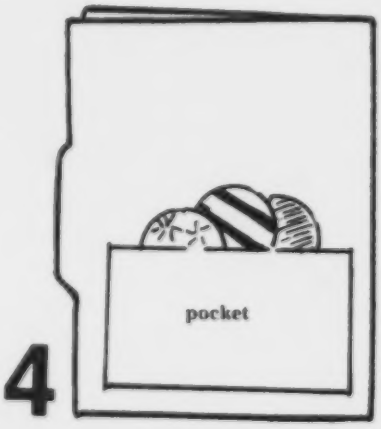


2

Directions for play

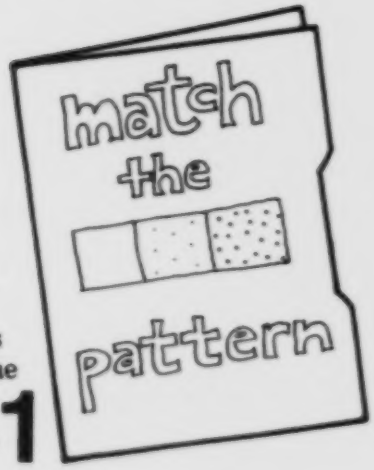
1. The children place the cut-out umbrellas on their matching ones.

3



4

MATCH THE PATTERN



1

Directions for making activity

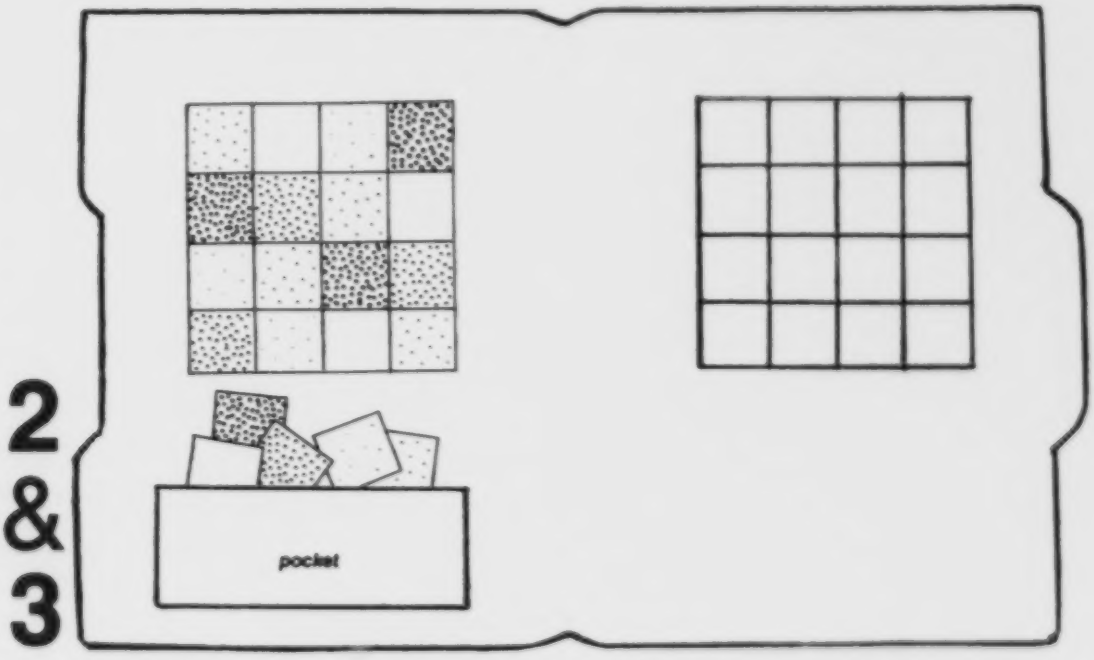
1 The name of the activity is placed on the cover page.

2 A grid (6" x 6"), divided into 1½" squares, is drawn on the left center page. Using five or six different colors, the squares are painted or colored randomly. Watercolor felt-tipped markers are recommended. A similar, but uncolored, grid is drawn on the right center page.

3 A pocket is constructed below the grid to hold matching colored squares.

4 Sixteen matching colored squares are cut from construction paper.

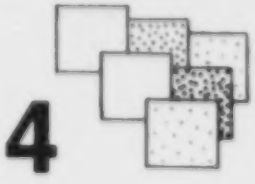
5 The file folder is then laminated.



2 & 3

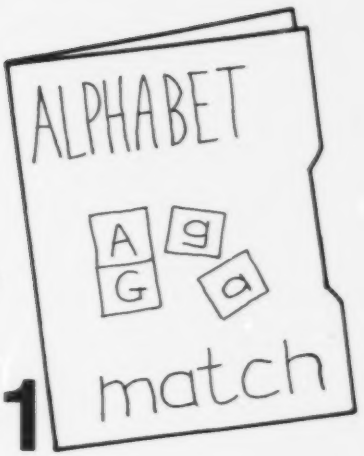
Directions for use

1. The child, using the construction paper squares, places them on the empty grid, matching the placement of colors on the left center page.



4

ALPHABET MATCH



1

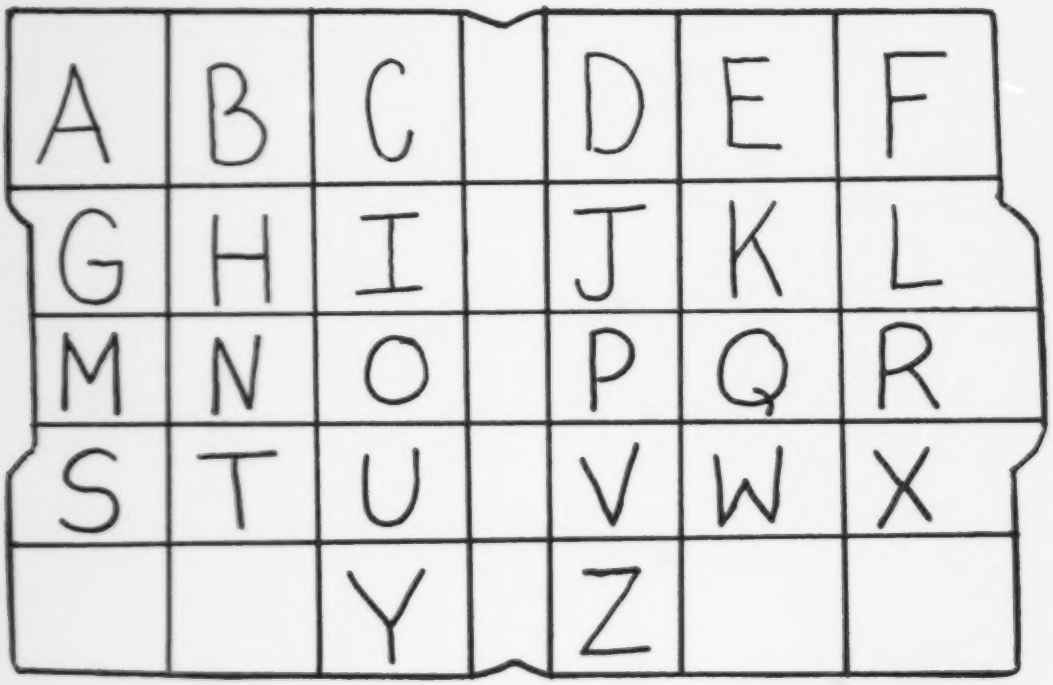
Directions for making activity

1 The name of the activity is placed on the cover.

2 Upper case letters are printed on the center pages. They may be enclosed in a grid.

3 A set of lower case letters is printed on colored rectangles approximately the same size as those on the grid.

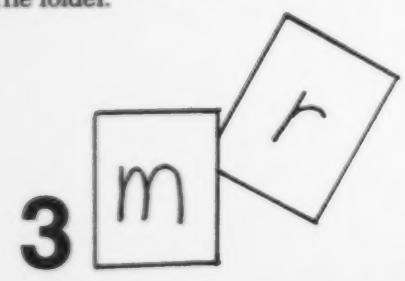
4 A pocket is constructed on the back cover to hold the twenty-six lower case alphabet letters.



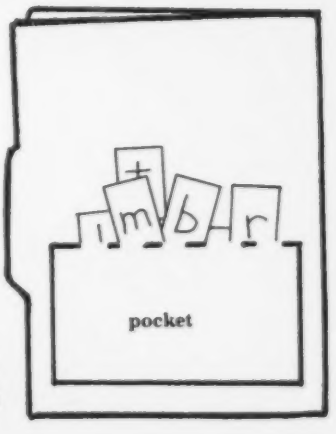
2

Directions for use

1. Each lower case letter is placed over its matching upper case letter on the file folder.

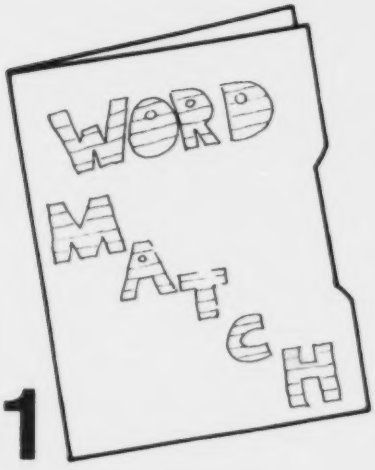


3



4

WORD MATCH



1

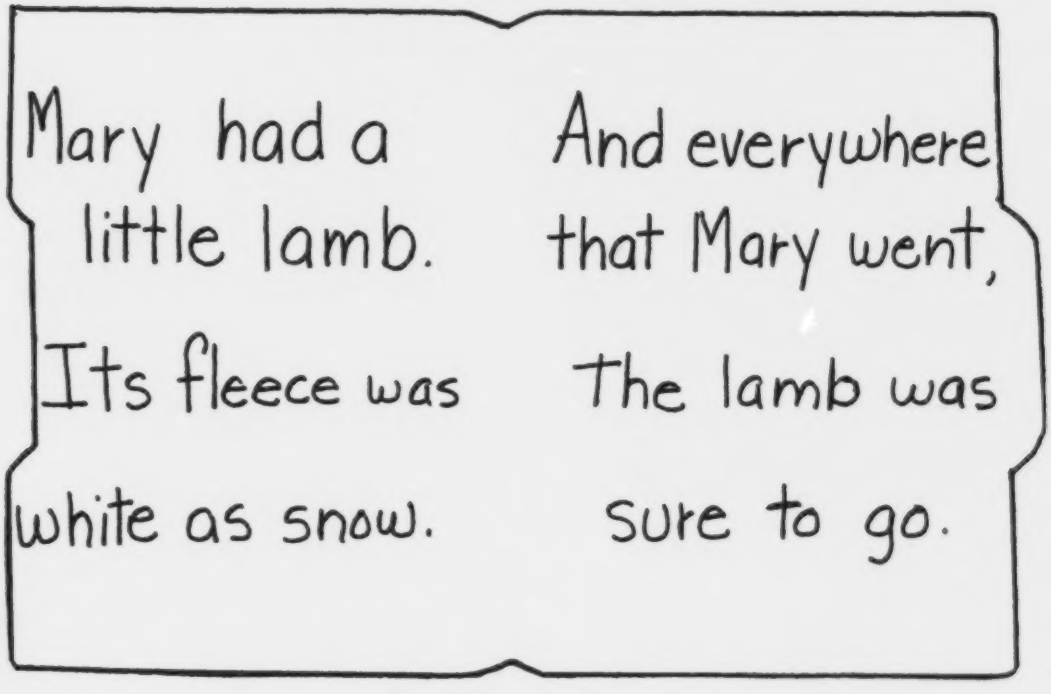
Directions for making activity

1 The name of the activity is placed on the cover.

2 A nursery rhyme is printed on the center pages.

3 A set of matching words is printed on colored paper. Color makes checking easier.

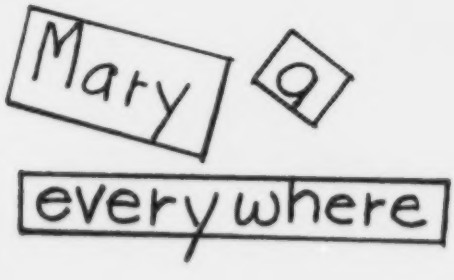
4 A pocket is constructed on the back cover to hold the word cards.



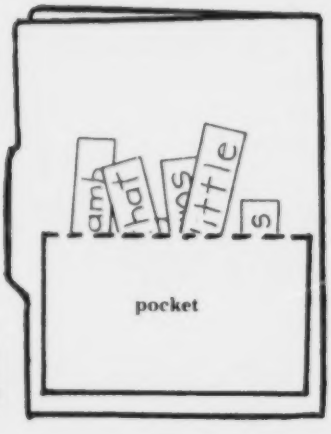
2

Directions for use

1. Each word card is placed over its matching word on the file folder.

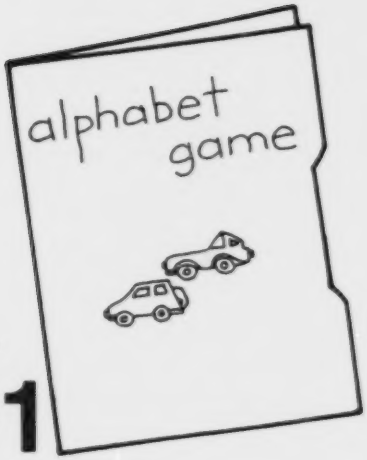


3



4

ALPHABET GAME



1

Directions for making game

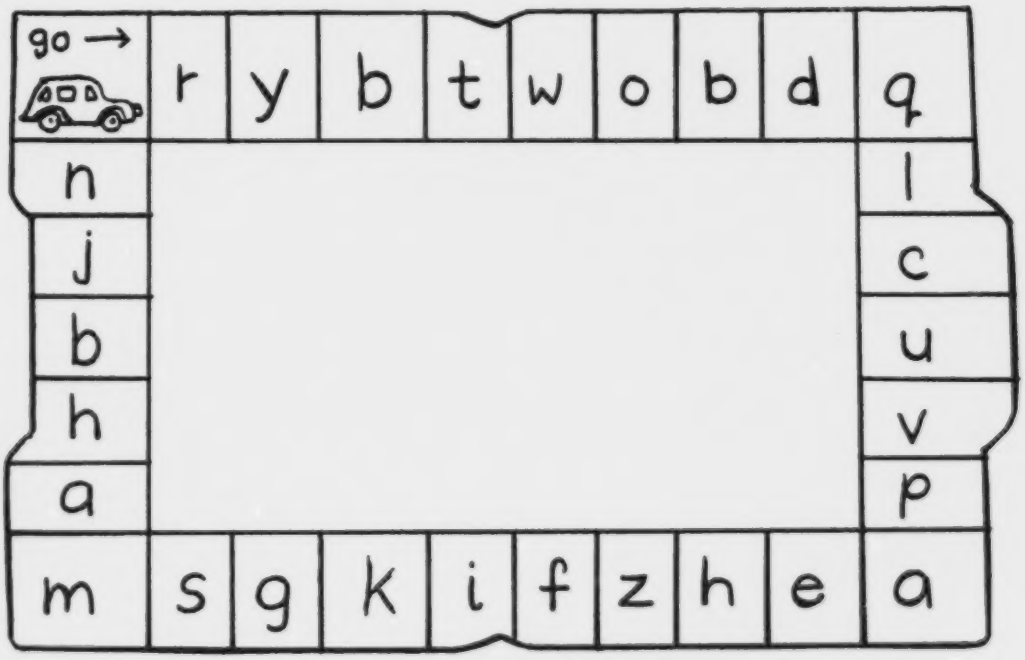
1 The name of the game is placed on the cover page.

2 A border of approximately 2" wide is drawn around the center pages. It is divided into 30 segments–each 1½" to 2".

3 The top left corner space is "go." Upper (or lower) case letters are written randomly in the remaining spaces.

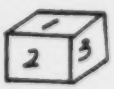
4 A wooden cube is used to make a die. Numerals–two 1s, two 2s and two 3s–are marked on the sides of the die.

5 Small cars with wheels are needed for play.



2 & 3

Directions for play

4 

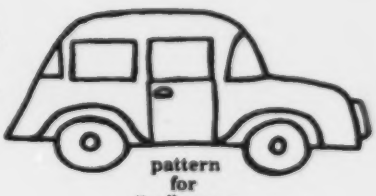
5

1. Each player selects a car.

2. Taking turns, players throw the die and starting at go, they roll their cars forward the number indicated on the die.

3. If they can name the letter on which they land, they may stay. If they cannot name the letter, they must return to their position and move backwards the number of spaces indicated on the die. If there aren't enough spaces to go backwards, they return to "go."

4. The first to land on the last letter wins.



pattern for "go" space

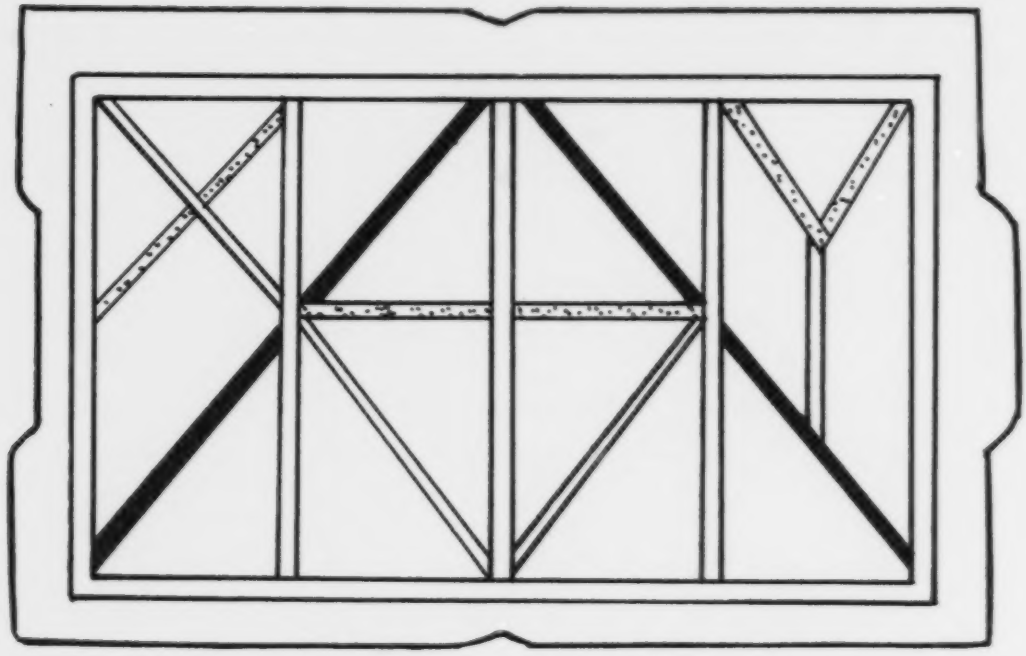
LETTER SEARCH

1

Directions for making activity

1 The name of the activity is placed on the cover page.

2 Using various colored masking tape, a pattern is taped on the center pages. Fifteen letters are formed within the pattern: A,E,F,H,I,K,L,M,N,T,V,W,X,Y and Z. (Laminate if possible.)

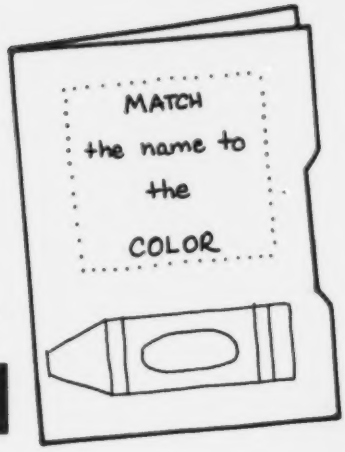


2

Directions for use

1. Using paper and pencils, children write all the letters they find on their papers.

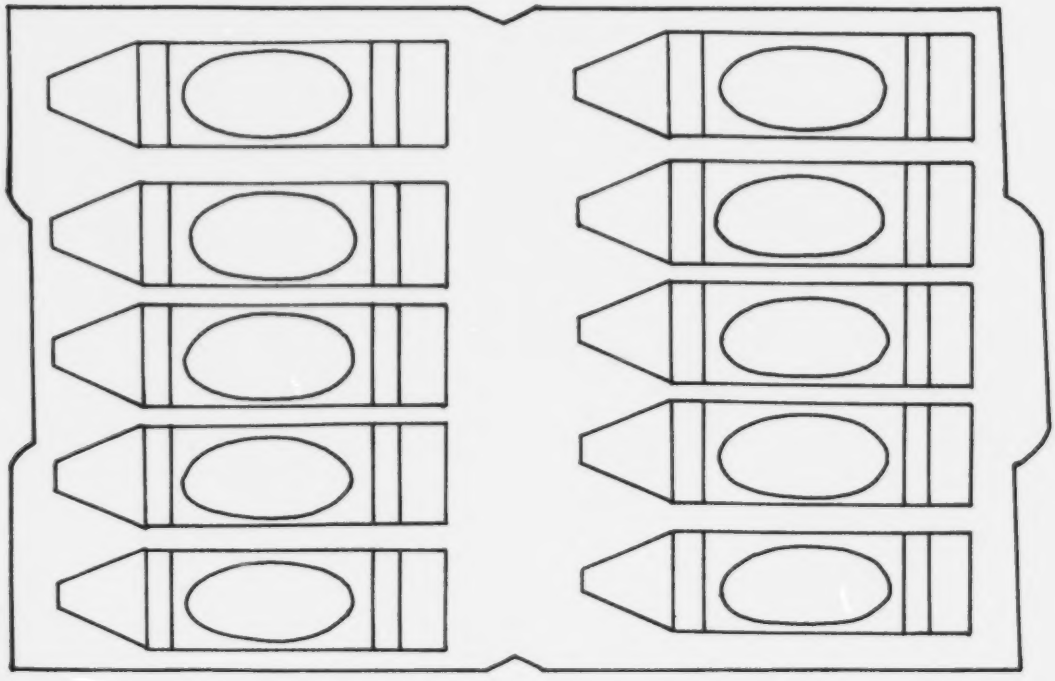
MATCH THE NAME TO THE COLOR



1

Directions for making activity

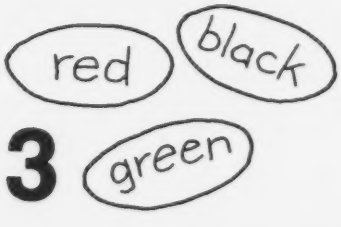
1 The name of the activity is placed on the cover page.
2 Ten different colored crayons are drawn on the center pages.
3 Ten ovals with the various colors printed on them are cut out.
4 A pocket is constructed on the back page to hold the names of the colors.
5 The file folder is then laminated.



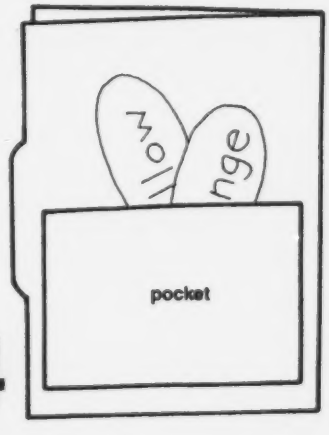
2

Directions for use

1. The child places the name of the color on its matching crayon.

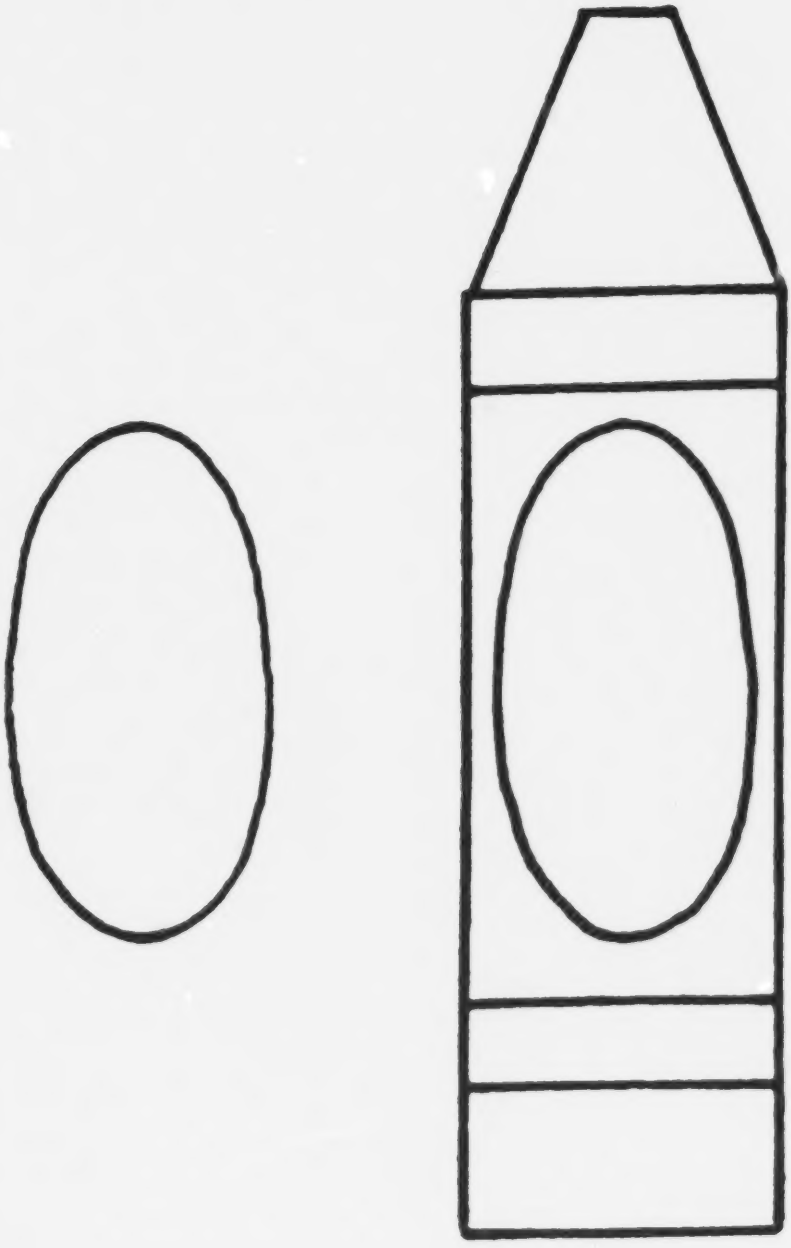


3



4

Pattern for MATCH THE NAME TO THE COLOR



PHONICS FUN

1

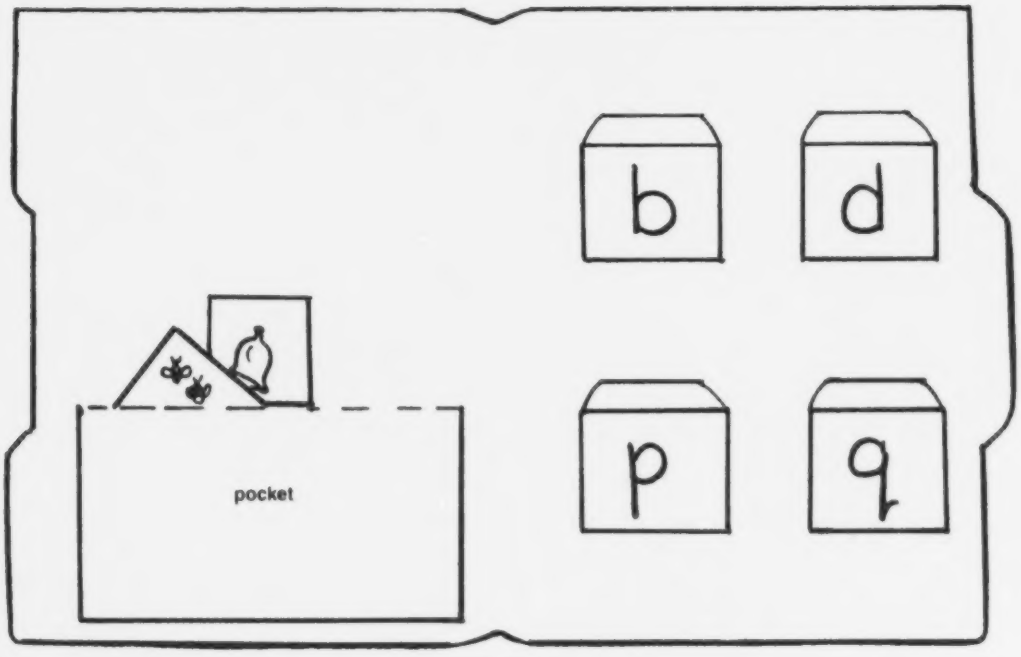
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A pocket is constructed on the left center page to hold pictures of objects which begin with the letters b, d, p or q. Pictures are easily obtained from old workbooks or reading books.

3 Four library pocket cards are glued on the right center page. The letters b, d, p and q are printed on them.

4 The file folder is then laminated. Openings on the pocket are slit with a razor.



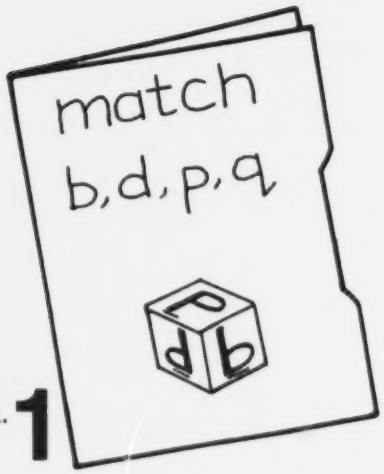
2 & 3

Directions for use

1. Children take turns identifying the initial consonant of each picture and placing them in the proper pocket on the right center page.

Suggestion: *Several phonics file folders may be offered at the same time using any combination of consonants which enhance curriculum studies. Sign-up sheets may be used.*

MATCH - b, d, p, q



1

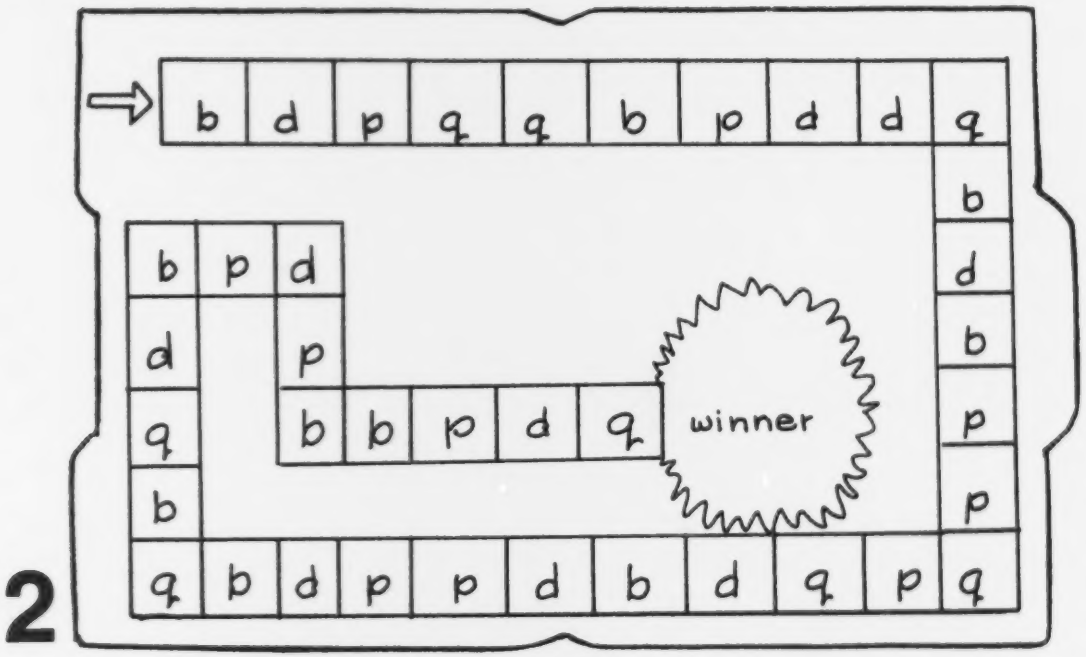
Directions for making game

1 The name of the game is placed on the cover page.

2 A 1" path is drawn on the center pages. The path is divided into 1" squares with letter b, d, p and q randomly written in each square.

3 A wooden cube is used for a die. The letters b, d, p and q are written on 4 sides of the die. The remaining sides are left blank.

4 Markers are provided.



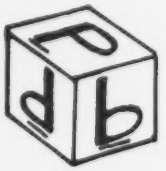
2

Directions for play

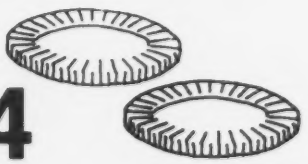
1. Each player selects a marker.

2. Taking turns, players roll the die and, starting at the arrow, they move their markers forward to the nearest matching letter. If a blank side is rolled on the die, the player moves backward two spaces.

3. Each player tries to reach the winners' circle first.



3



4

PHONICS GAME - s, f, b, t

1

Directions for making game

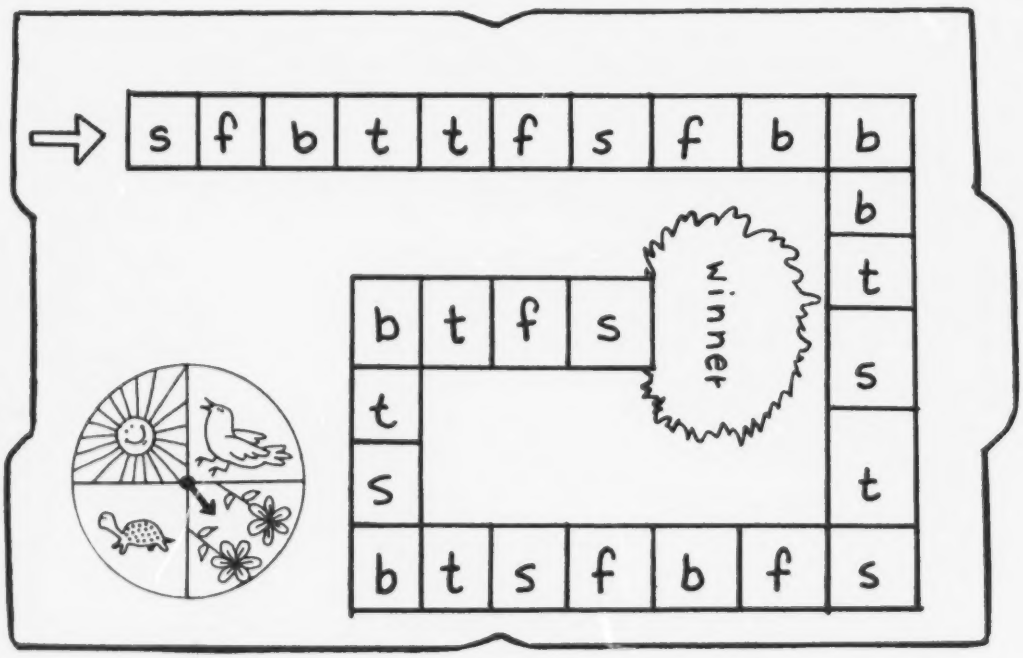
1 The name of the game is placed on the cover page.

2 A phonics wheel is drawn on the left center page. It is divided into quarters. Pictures of objects beginning with s, f, b, t are mounted in each quarter. (Pictures are obtainable from old work books.)

3. A 1" path is drawn on the center pages. It is then divided into 1" squares. The letters s, f, b and t are written randomly in each square.

4 Markers are provided.

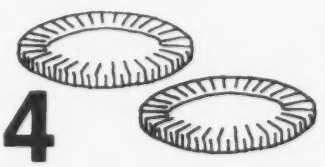
5 Before attaching the spinner, the file folder may be laminated.



2 & 3

Directions for play

1. Each player selects a marker.
2. Players take turns spinning and, starting at the arrow, they move their markers forward to the nearest letter that matches the initial letter of the picture on the phonics wheel.
3. Each player tries to reach the winners' circle first.



4

Suggestion: *A sign-up sheet may be provided. An example is given on the following page.*

Sign-up sheet for winners of PHONIC GAMES

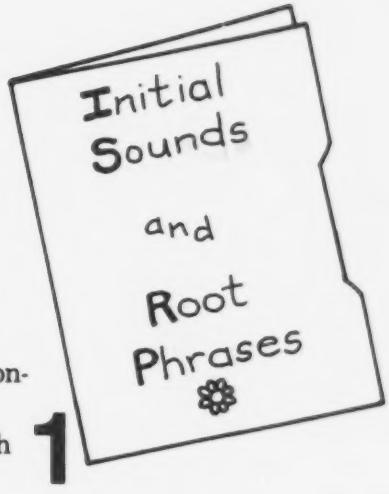
Sign-up sheet

WINNERS

date _____

s f b t	R L M C	d g h w	n p v j

INITIAL SOUNDS AND ROOT PHRASES



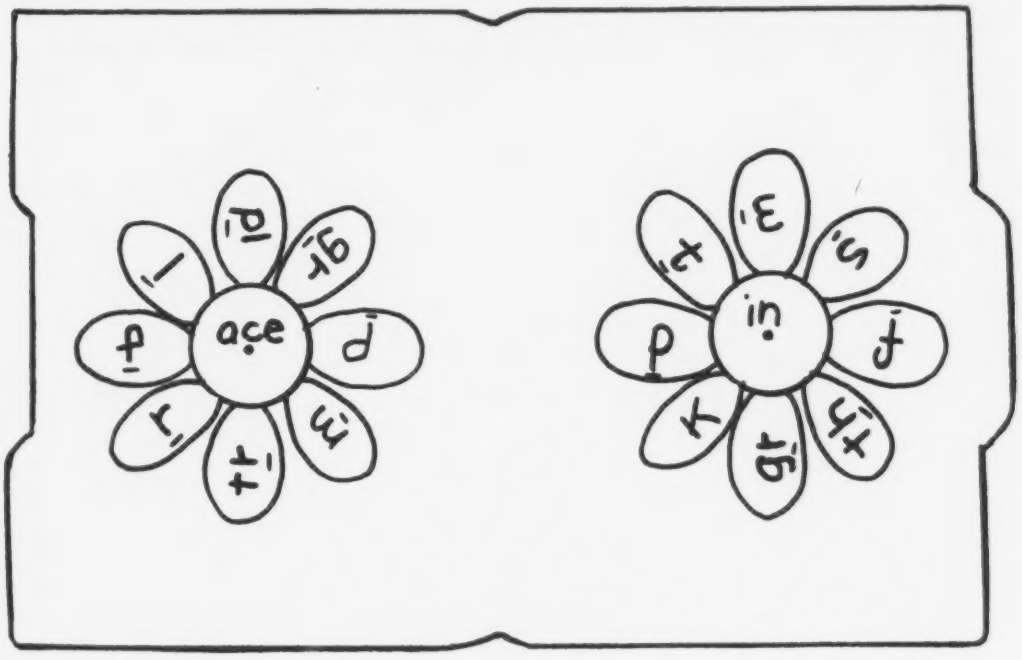
1

Directions for making activity

1 The name of the activity is placed on the cover page.

2 A large flower containing eight petals is drawn on each of the center pages. A round, flower-center is attached to each flower by a brad. The brad allows it to be moved. The center contains a root phrase such as: it, in, at, an, ot, ing, ell, etc.

3 A letter (or letters) is written on each petal. Combined with the root phrase, the initial letter forms a word.

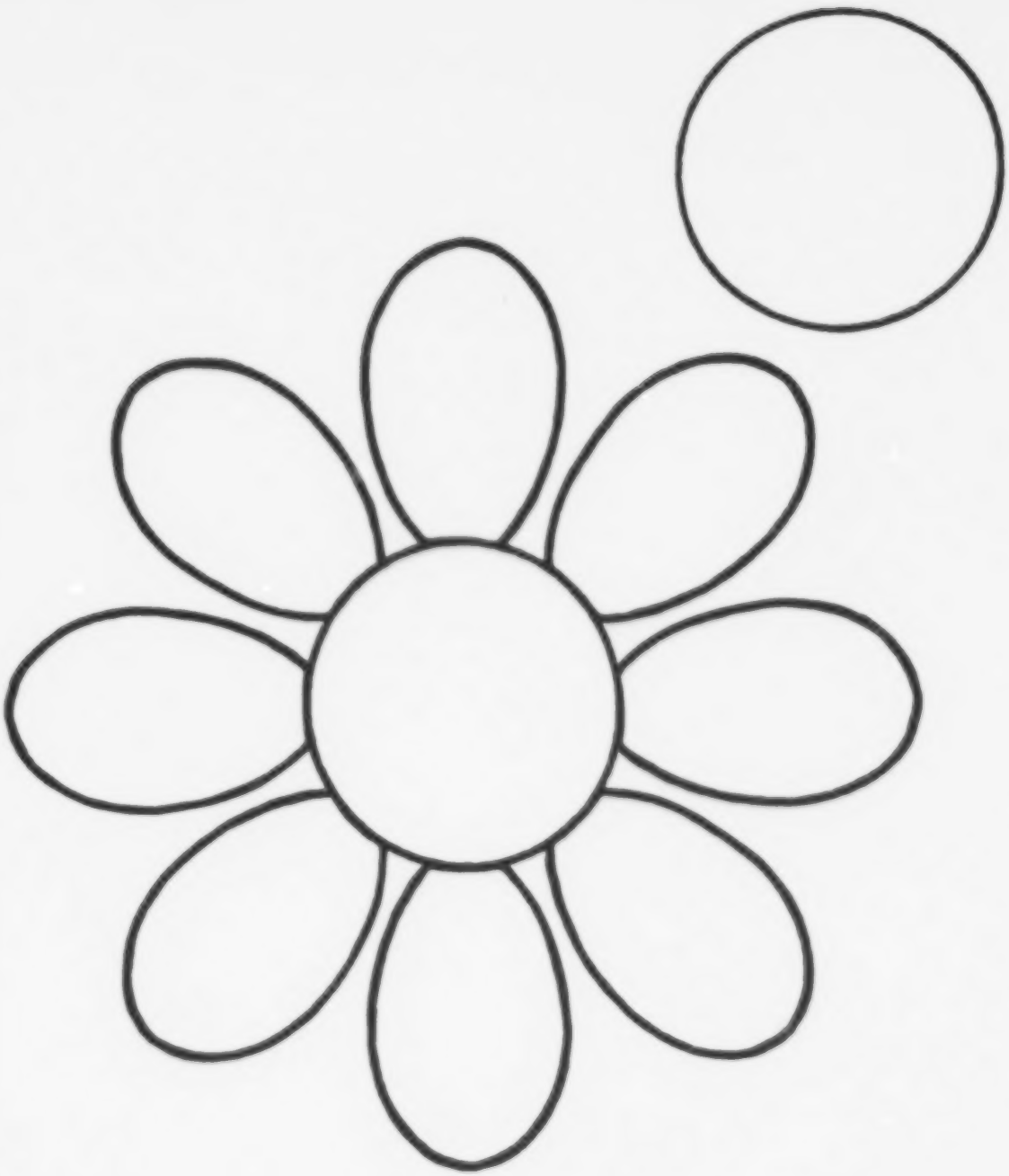


2 & 3

Directions for use

1. By moving the flower center, children line up the root phrase with its initial letter (or letters.) It will form a word. If read correctly to a partner, the child may paste a star next to his/her name on a "Star Sign-up Sheet."

Pattern for INITIAL SOUNDS AND ROOT PHRASES



MIRROR WORDS

1

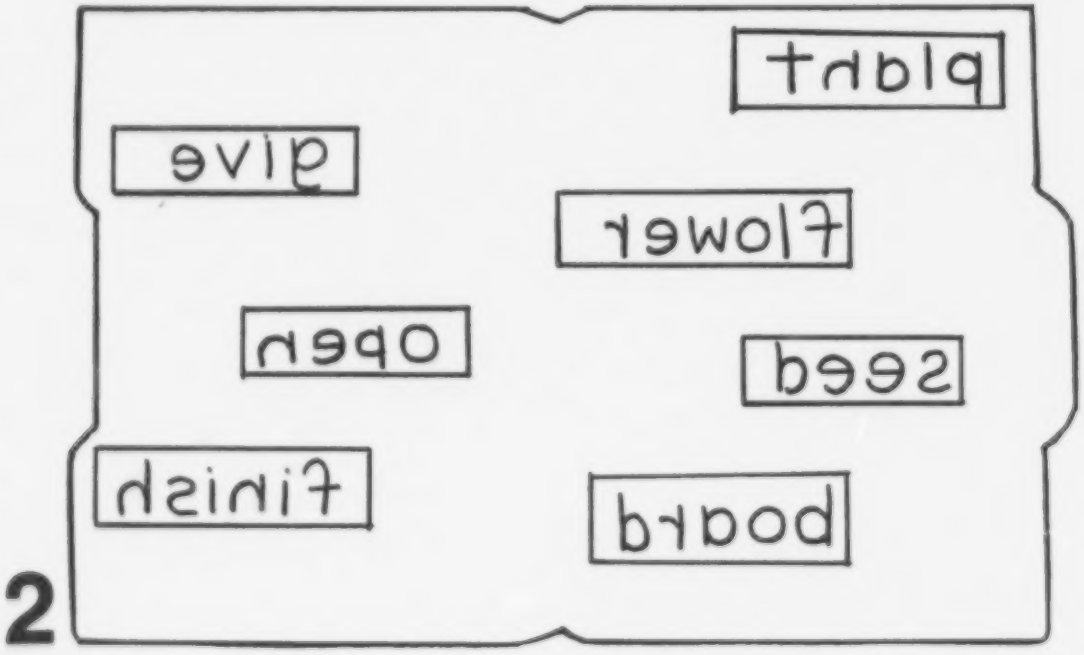
Directions for making activity

1 The name of the activity is placed on the cover page. A piece of tinfoil may be pasted on also.

2 The "wrong side" of several words is printed on the center pages. The "wrong side" may easily be obtained by first printing the words with a marking pen on tracing paper and then copying the letters from the reverse side onto the file folder. Words may be outlined.

3 A pocket mirror is needed for use.

4 Paper and pencils are provided.



2

Directions for use

1. Holding the pocket mirror at a perpendicular angle along one side of the word, the child copies it correctly on his/her paper.

Suggestion: *Three or four file folders similar to this might be offered at the same time using words found in current curriculum studies. For example, one file folder might contain spelling words, another science words, another history, etc.*

3

Idea adapted from *Bloomin' Bulletin Boards* by Elaine Commins, Copyright, 1984, Humanics Ltd., PO. Box 7447, Atlanta, Ga. 30309.

RHYMING PICTURES

1

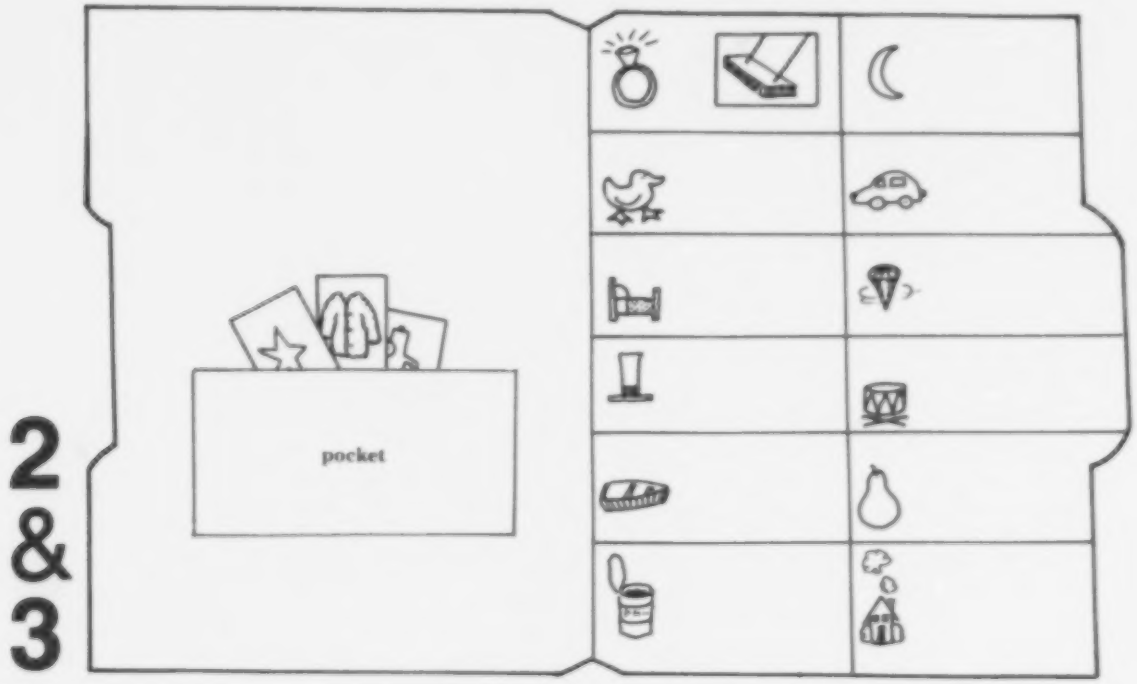
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A pocket is constructed on the left center page to hold cards containing pictures.

3 A grid is drawn on the right center page. Each section contains pictures of an object.

4 Rhyming cards are made with pictures that rhyme with those on the grid. (Pictures may be found in old workbooks.)



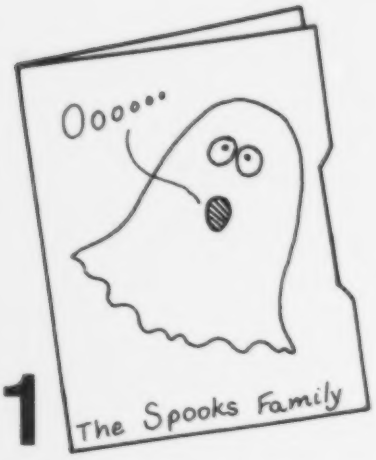
2 & 3

Directions for use

1. The child places the picture card next to its rhyming picture on the grid.

4

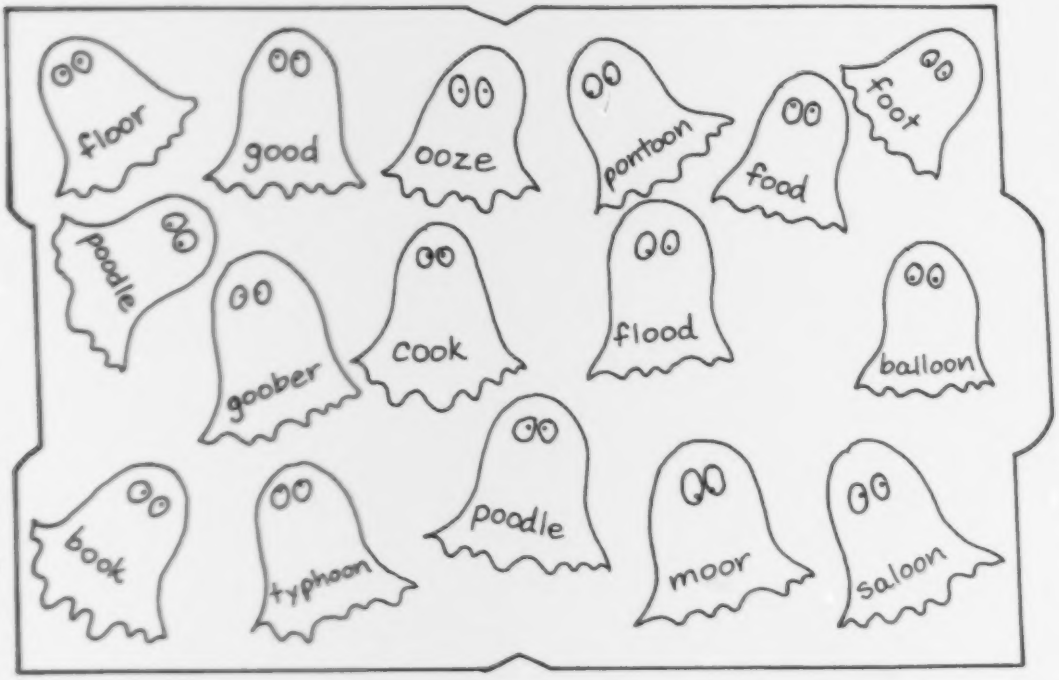
THE SPOOKS FAMILY



1

Directions for making activity

1 The name of the activity is printed on the cover page.
2 A dozen or more spooks are drawn on the center pages.
3 On each spook, a word with double o's is printed.
4 The file folder is then laminated.
5 Paper and pencils are provided.

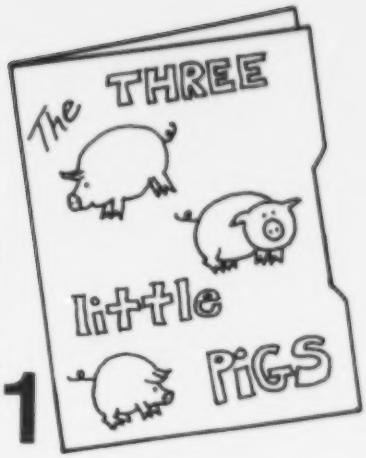


2 & 3

Directions for use

1. Children list all the words on their papers that contain the "oo" sound as in "spook."

TELL-A-TALE



1

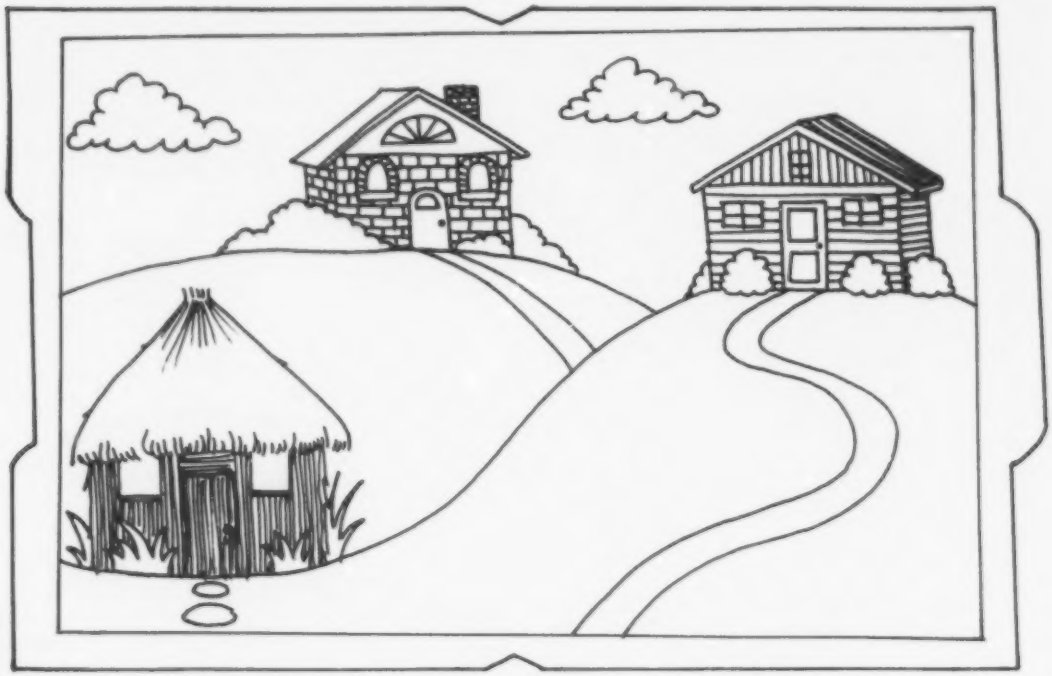
Directions for making activity

1 The name of the specific tale to be used is placed on the cover page.

2 A background picture may be painted on the center pages.

3 Small, paper puppets stapled to popsickle sticks are provided.

4 A pocket is constructed on the back cover to hold puppets.



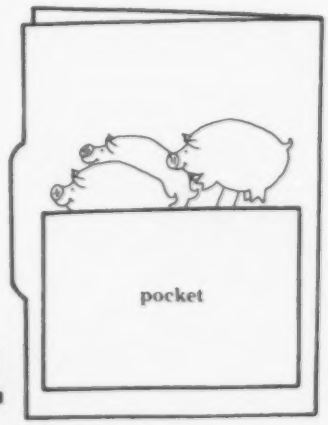
2

Directions for use

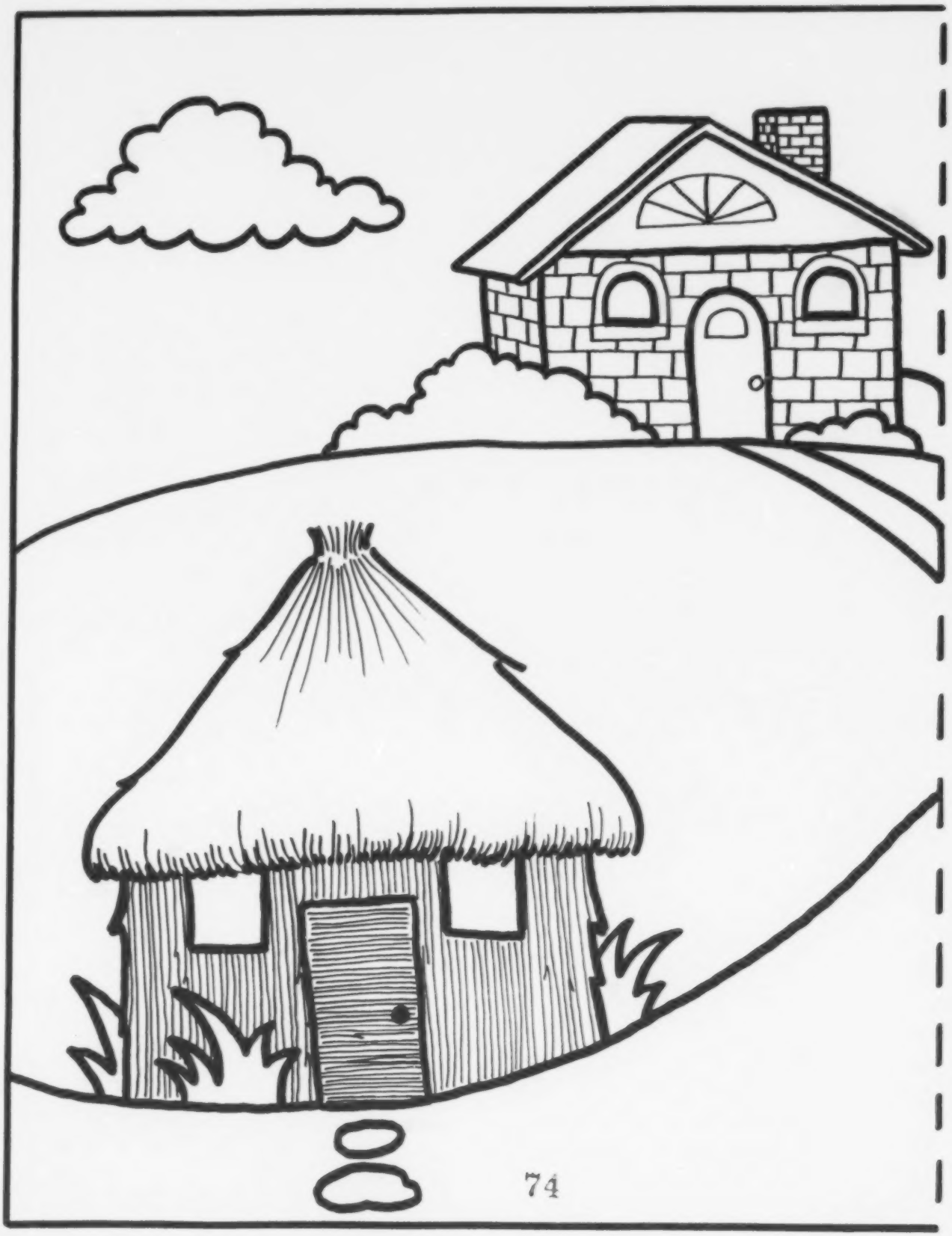
1. Several different TELL-A-TALE stories are placed on the table. The teacher selects a story and tells it to the class.

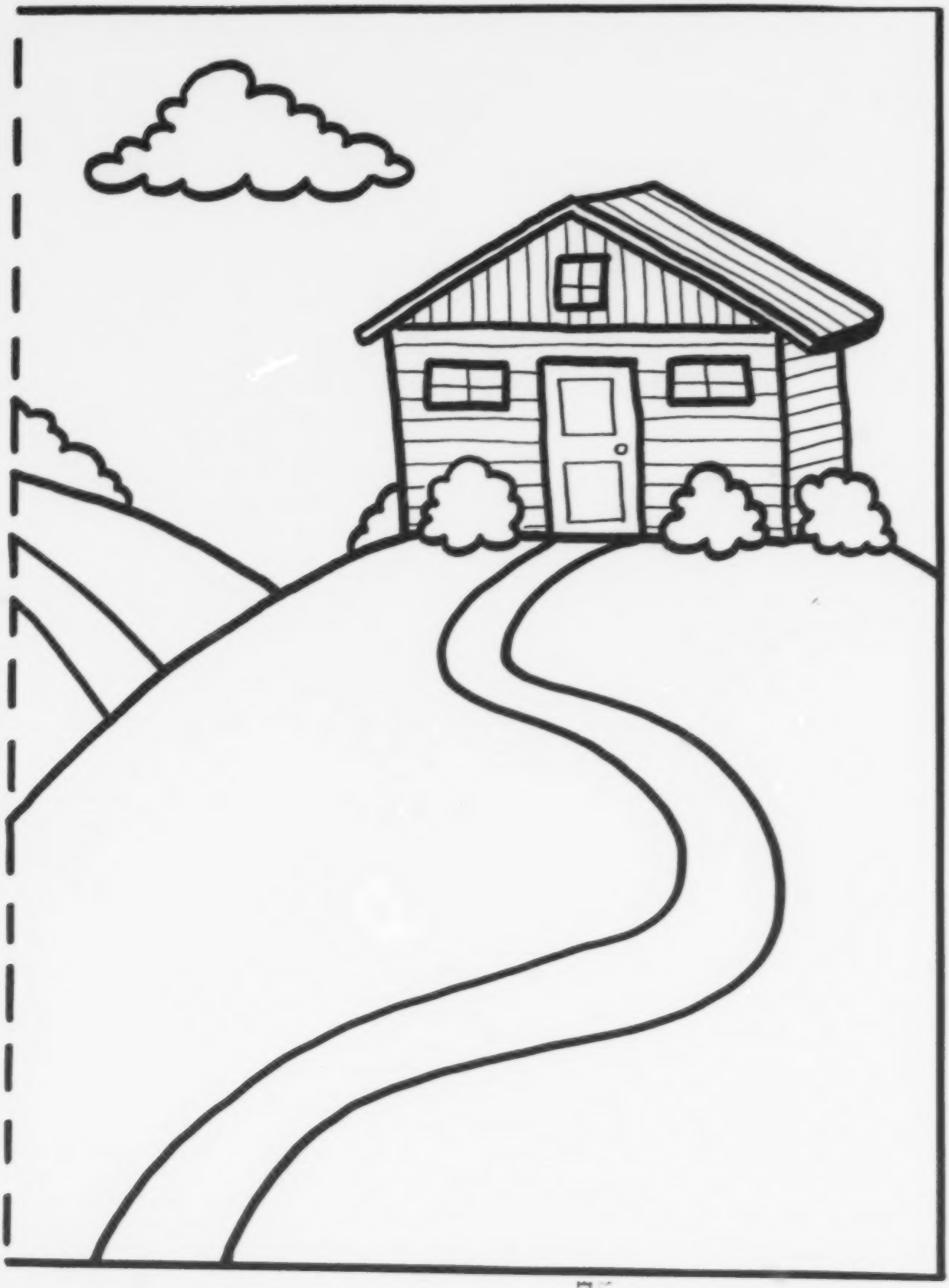
Suggestion: *Other TELL-A-TALE stories might include, "Goldilocks," "The Three Billy Goats Gruff," "The Gingerbread Boy," "Little Red Riding Hood," etc.*

3



4



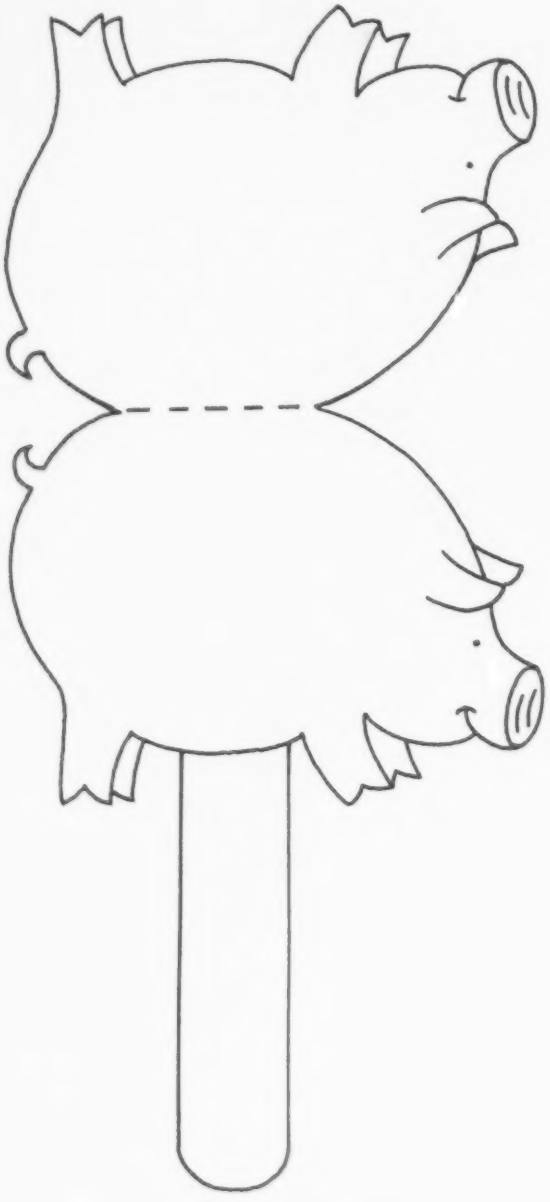


Pattern for TELL-A-TALE puppet

1 Construction paper or oak tag is used. It is folded and, on the fold, a pig is drawn and cut out of the "doubled" paper, making sure not to cut the folded edge.

2 The "doubled" pig is then laminated.

3 A tongue depressor or popsickle stick is inserted in the "doubled" pig, stapled and used as a handle.



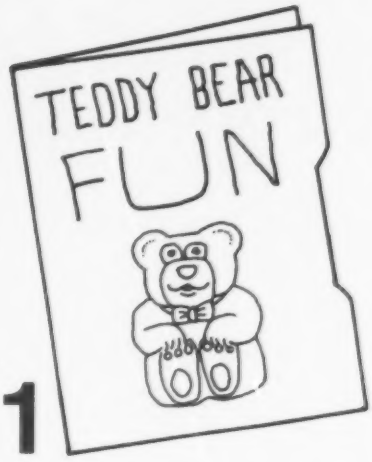
Chapter 4

Mathematics

Readiness skills are enhanced through lively activities that include sorting, matching, one-to-one correspondence, working with sets, counting and sequencing.

More advanced math concepts are presented in a variety of games and high-interest exercises that focus on mazes and numbers.

TEDDY BEAR FUN



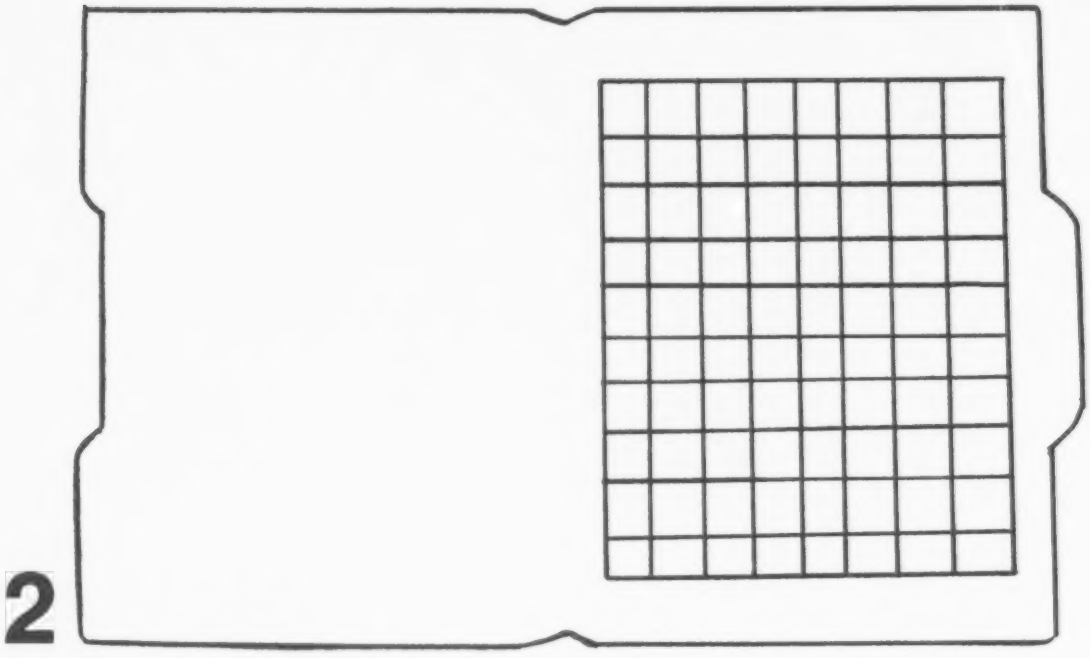
1

Directions for making activity

1 A picture or drawing of a teddy bear is placed on the cover page.

2 A grid is constructed on the right center page.

3 "Teddy bear" counters are needed for play. Poker chips may be substituted.



2

Directions for use

1. Using "teddy bear" counters, the child fills in the empty spaces randomly.

Note: *For older children, the grid may contain marked spaces that indicate the color of the teddy bear to be placed in that spot. An example of a pattern is given on the following page.*

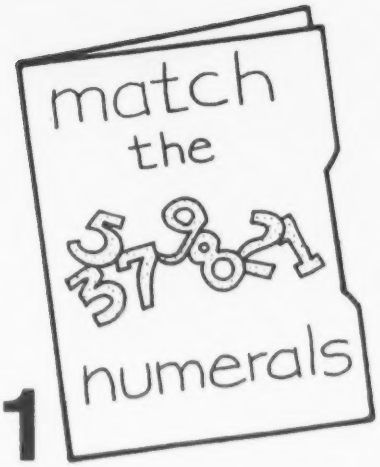
3

Pattern for TEDDY BEAR FUN

Each printed name of a color represents the color of the teddy bear to be placed on the square.

blue		green		red		yellow	
	red		yellow		green		
blue	blue	blue	blue	blue	blue	blue	blue
	red		red		red		red
yellow		yellow		yellow		yellow	
	green	green		green	green		
	blue		blue		blue		blue
yellow	red	yellow	red	yellow	red	yellow	red
blue			red	yellow			green
red	blue		red	blue		red	blue

MATCH THE NUMERALS



1

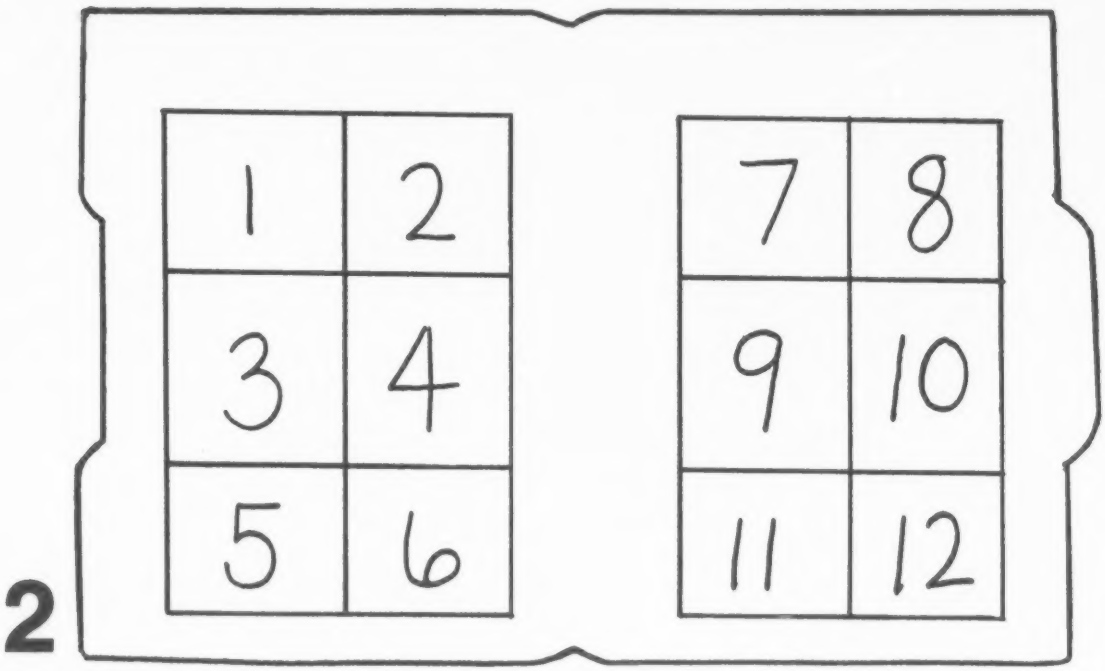
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A grid is constructed on each center page. Numerals from one to twelve (or more) are printed in each space.

3 Numeral-cards from one to twelve are provided.

4 A pocket is constructed on the back cover to hold cards.

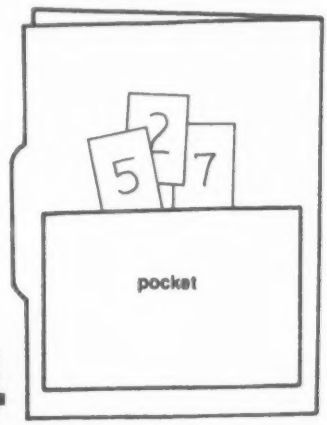


2

Directions for use

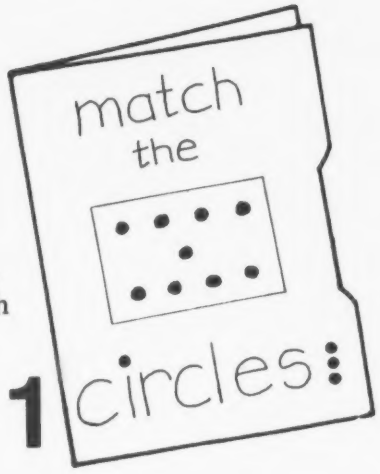
1. The child places the numeral cards on their matching numerals on the playing board.

3



4

MATCH THE CIRCLES



1

Directions for making activity

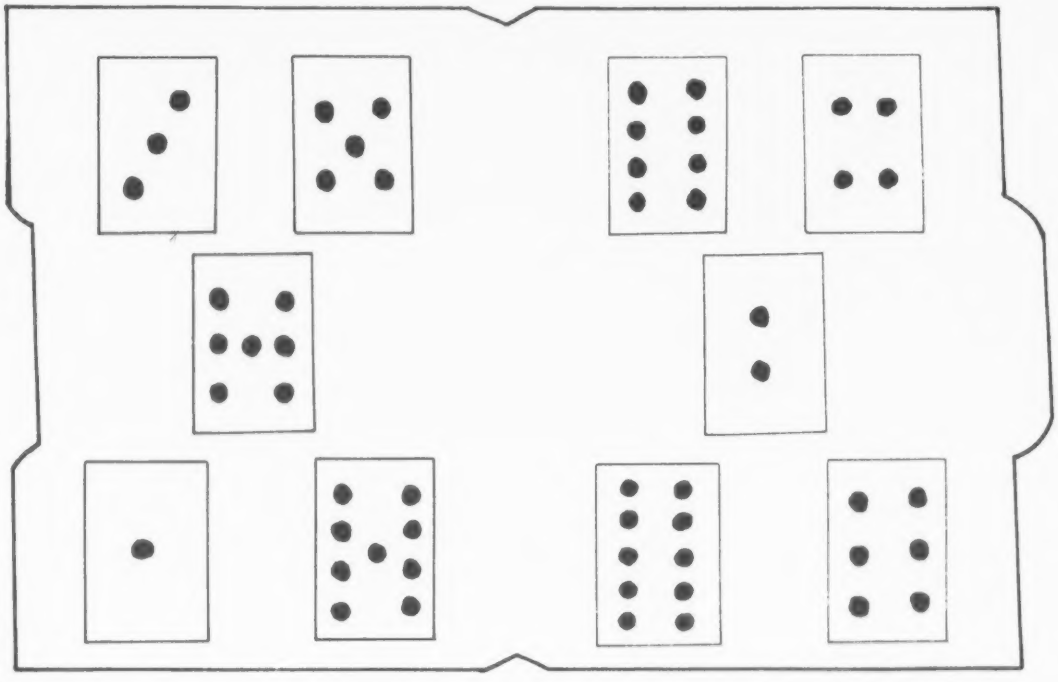
1 The name of the activity is placed on the cover page. Gummed circles may be added for decoration.

2 Ten rectangles are drawn on the center pages, each containing from one to ten gummed circles. (Circles may be drawn with water-color felt markers instead.)

3 Ten number cards from 1-10 are prepared.

4 A pocket is constructed on the back cover to hold cards.

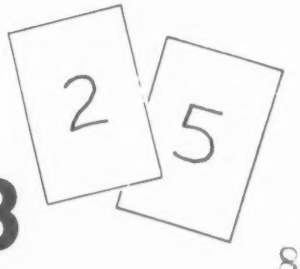
5 The file folder is then laminated.



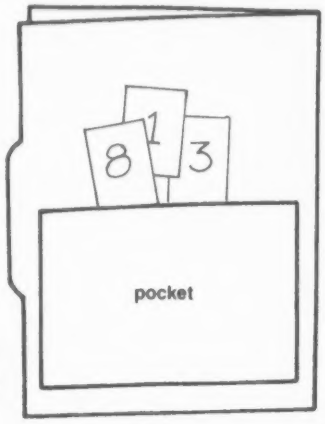
2

Directions for use

1. The child places the numbered card on the proper rectangles on the playing board.



3



4

MATCH THE RAINDROPS

1

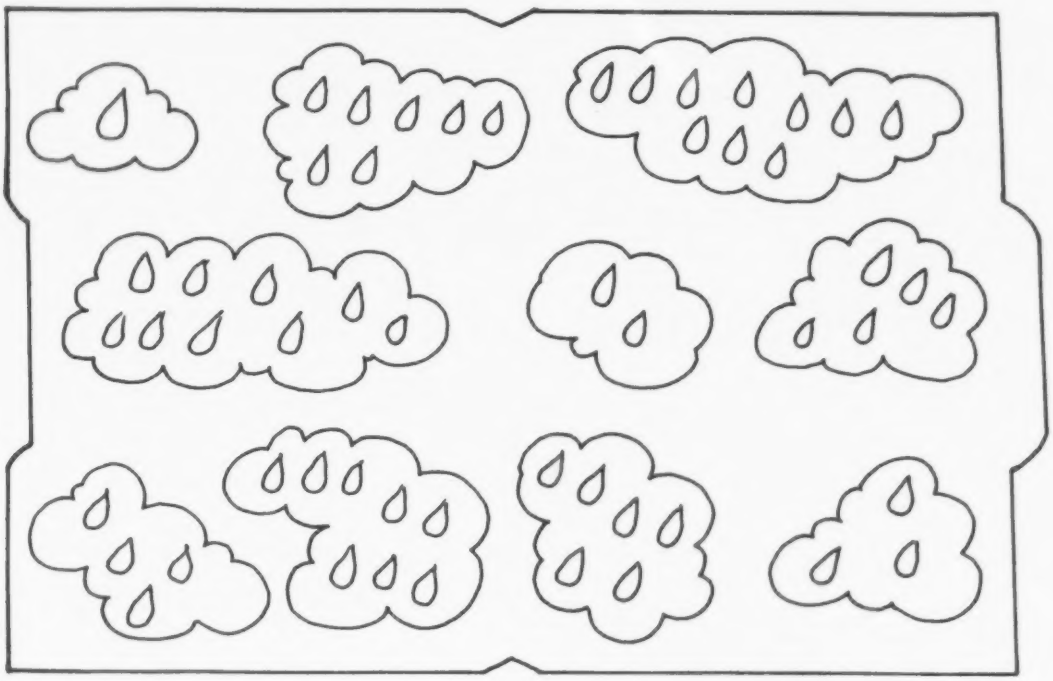
Directions for making activity

1 The name of the activity is placed on the cover page.

2 Ten clouds are drawn on the center pages, each containing from one to ten raindrops.

3 Ten numbered raindrops are prepared.

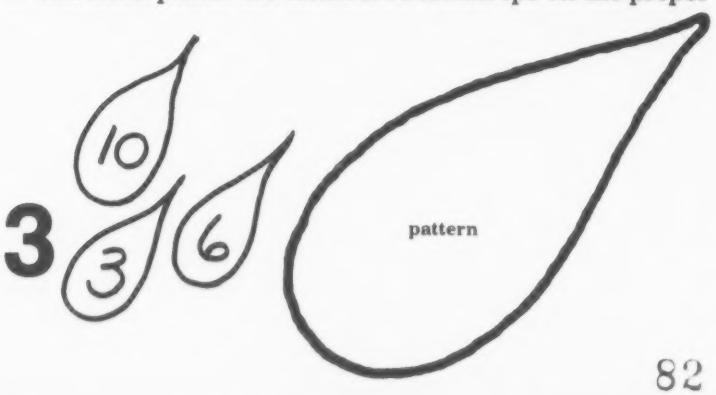
4 A pocket is constructed on the back cover to hold the raindrops.



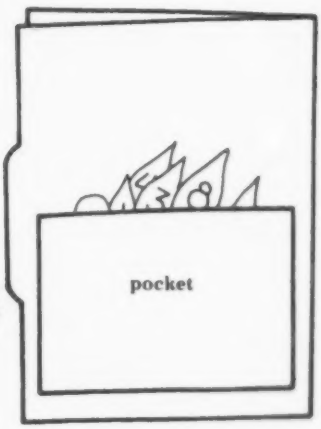
2

Directions for play

1. The child places the numbered raindrops on the proper clouds.

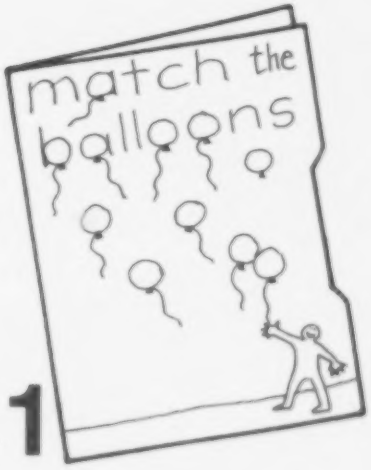


3



4

MATCH THE BALLOONS



1

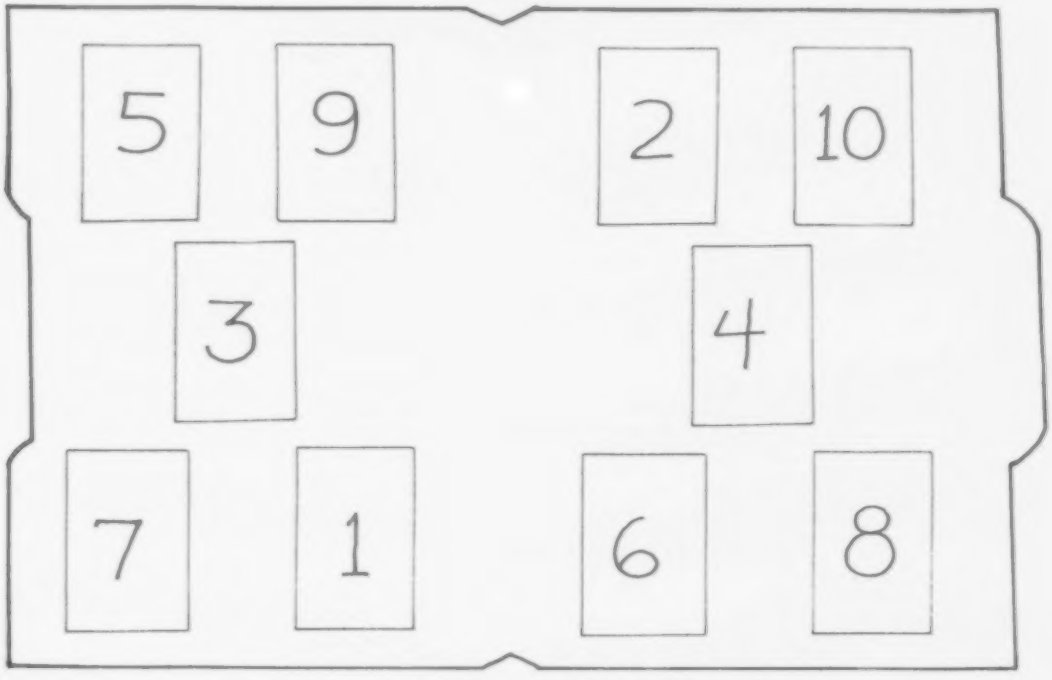
Directions for making activity

1 The name of the activity is placed on the cover page.

2 Ten rectangles (2½" x 5") are drawn on the center pages. Each contains a number from one to ten.

3 Ten balloon cards, 2½" x 5", each containing from one to ten balloons, are prepared.

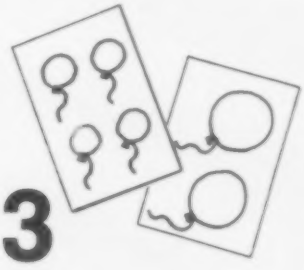
4 A pocket is constructed on the back page to hold balloon cards.



2

Directions for play

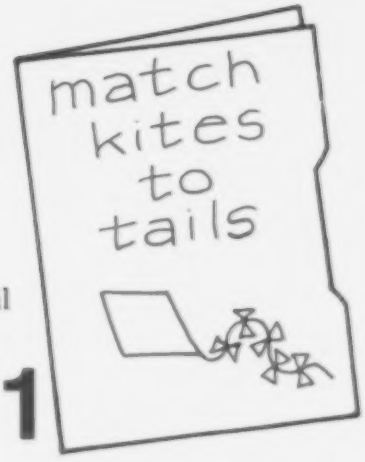
1. The child positions the balloon cards over the corresponding numbers on the playing board.



3

4

MATCH KITES TO TAILS



1

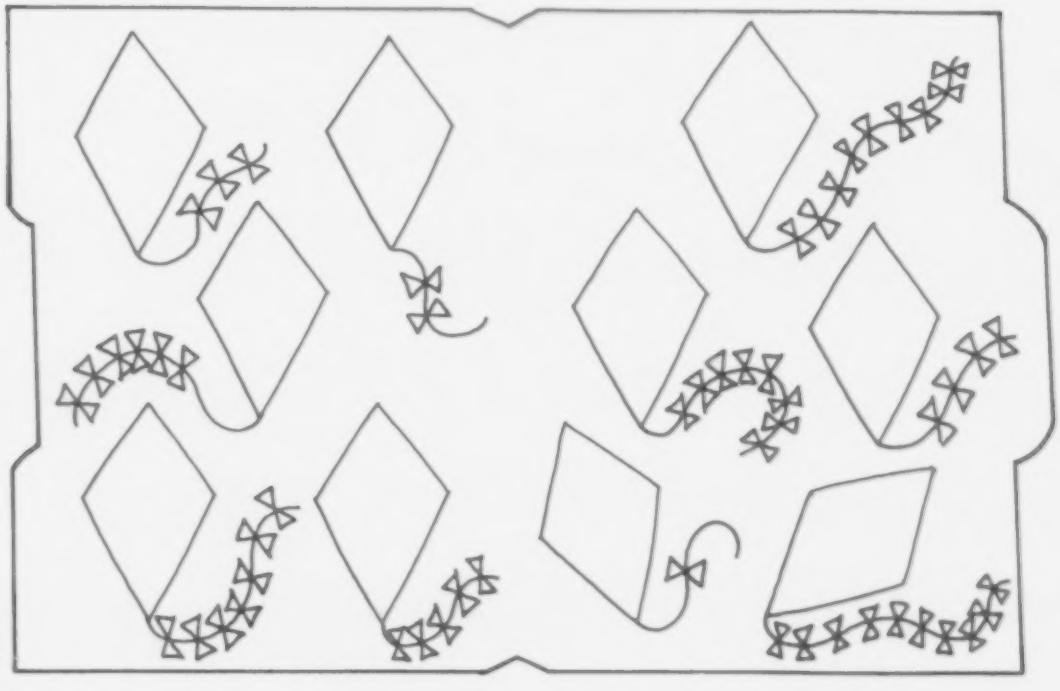
Directions for making activity

1 The name of the activity is placed on the cover page.

2 Ten kites are drawn on the center pages. Each kite has a tail that contains from one to ten bows.

3 Ten numbered kites are prepared.

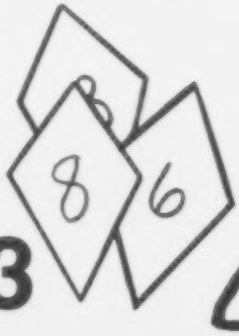
4 A pocket is constructed on the back cover to hold kites.



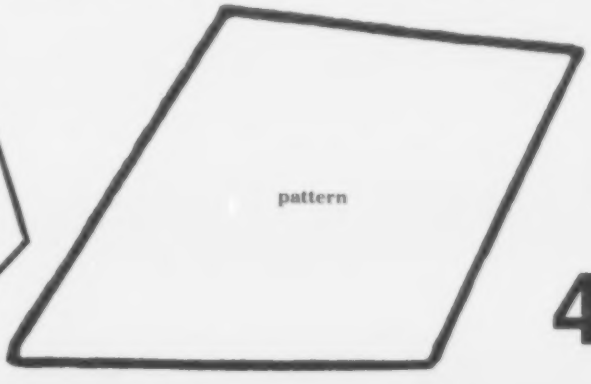
2

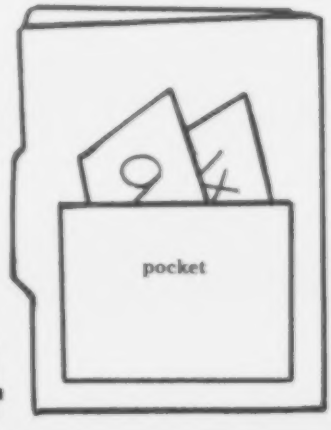
Directions for use

1. The child counts the bows on each kite. He/she then places the numbered kites in the proper position on the playing board.



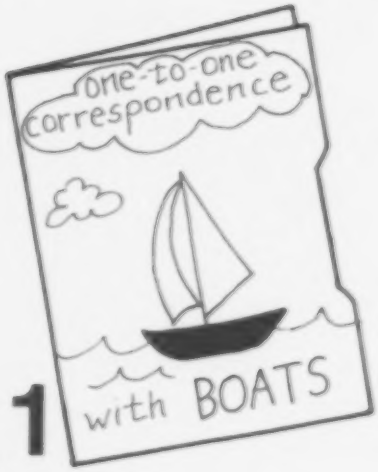
3





4

ONE-TO-ONE CORRESPONDENCE WITH BOATS



1

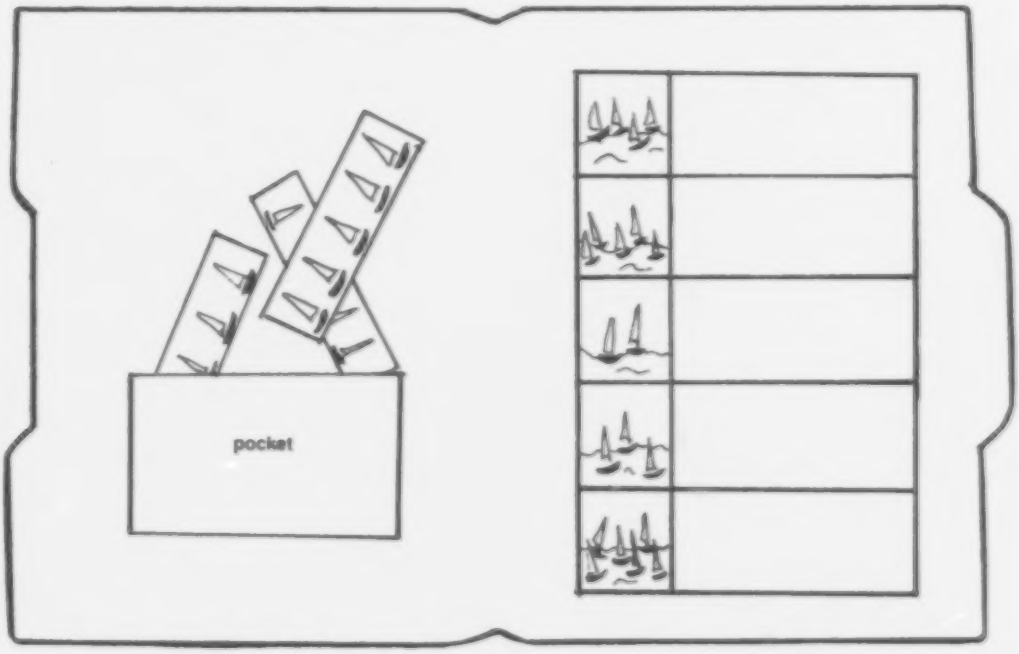
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A pocket is constructed on the left center page to hold the five matching cards.

3 A chart is drawn on the right center page containing five horizontal rows. A box at the beginning of each row contains a picture of the number of boats to be matched.

4 Five matching cards, 4½" x 2", each containing from two to six boats, are prepared.

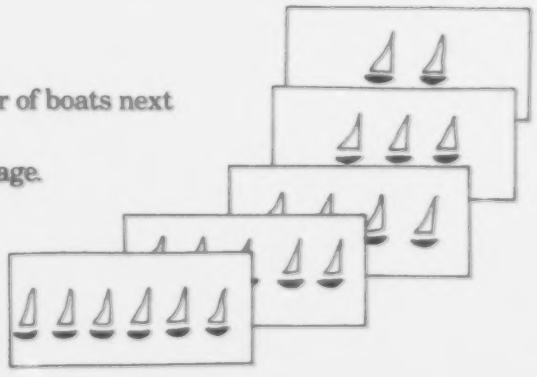


2 & 3

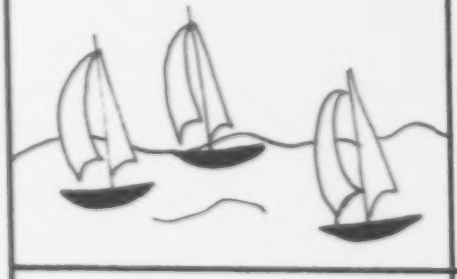
Directions for use

1. The child places the card with the same number of boats next to its corresponding picture on the chart.

A pattern for the chart is given on the following page.



4



ONE-TO-ONE CORRESPONDENCE WITH STARS

1

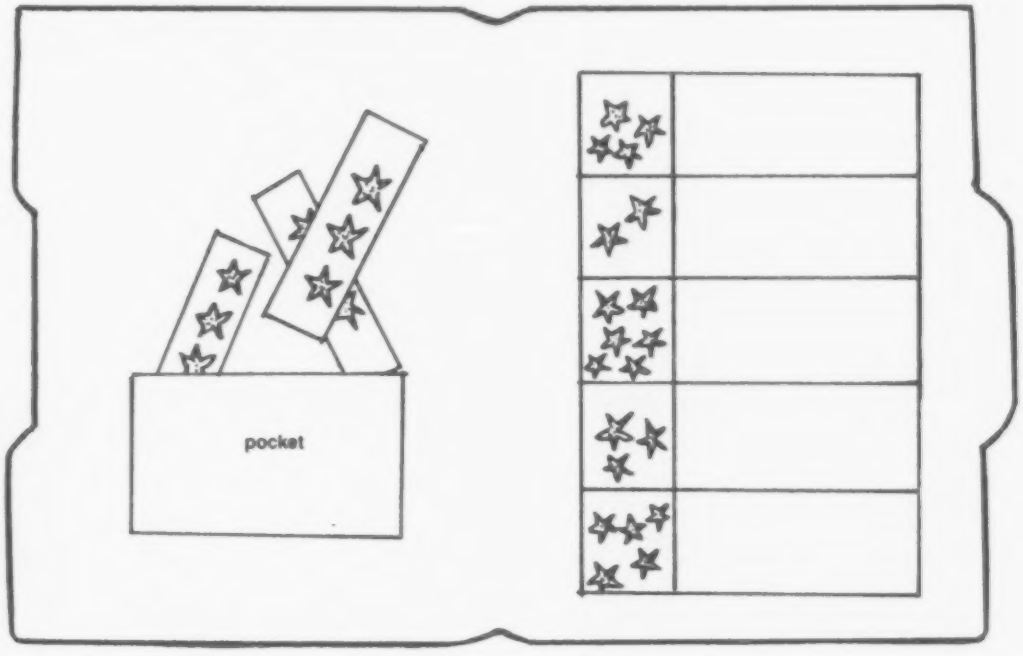
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A pocket is constructed on the left center page to hold cards.

3 A chart is drawn on the right center page containing five horizontal rows. A box at the beginning of each row contains a picture of the number of stars to be matched.

4 Five matching cards, 2" x 4½", each containing from two to six stars, are prepared.

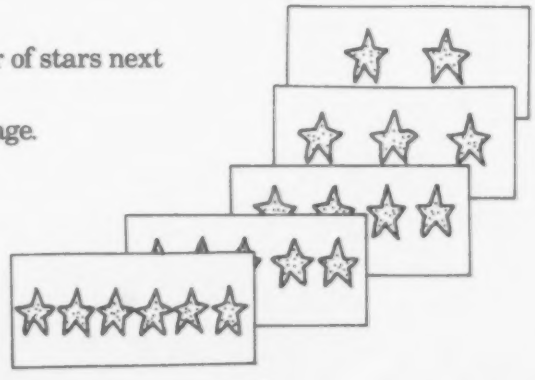


2 & 3

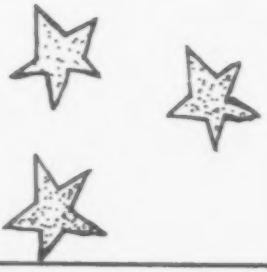
Directions for use

1. The child places the card with the same number of stars next to its corresponding picture on the chart.

A pattern for the chart is given on the following page.



4



ONE-TO-ONE CORRESPONDENCE WITH FLAGS

1

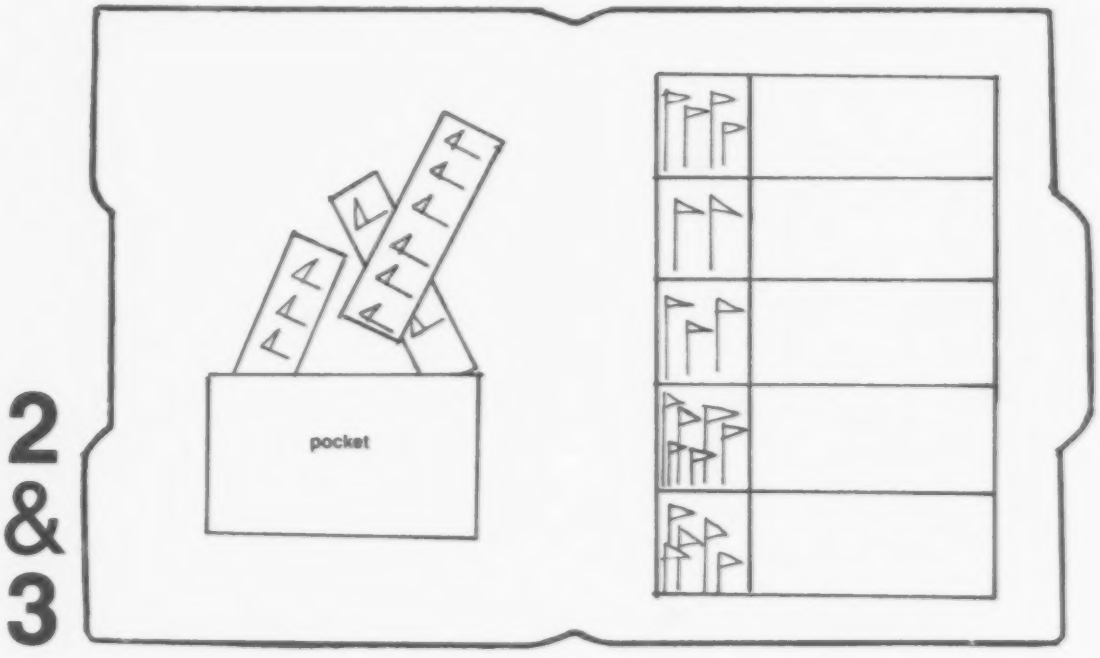
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A pocket is constructed on the left center page to hold cards.

3 A chart is drawn on the right center page containing five horizontal rows. A box at the beginning of each row contains a picture of the number of flags to be matched.

4 Five matching cards, 2″ x 4½″, each containing from two to six flags, are prepared.

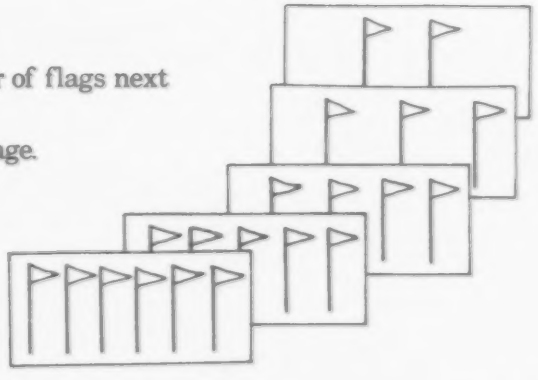


2 & 3

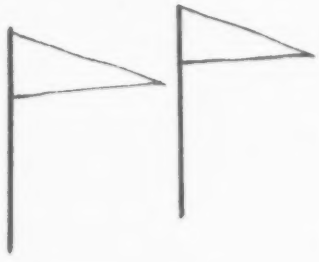
Directions for use

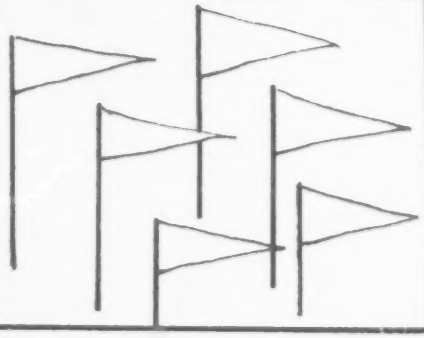
1. The child places the card with the same number of flags next to its corresponding picture on the chart.

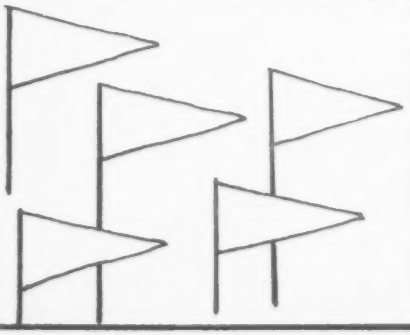
A pattern for the chart is given on the following page.



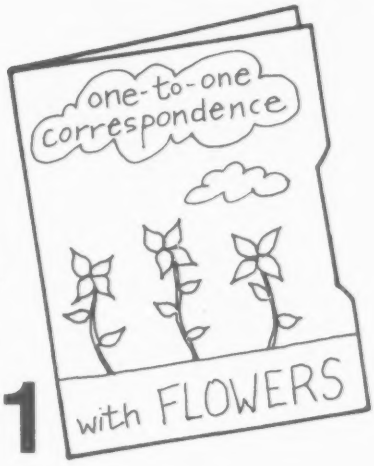
4







ONE-TO-ONE CORRESPONDENCE WITH FLOWERS



1

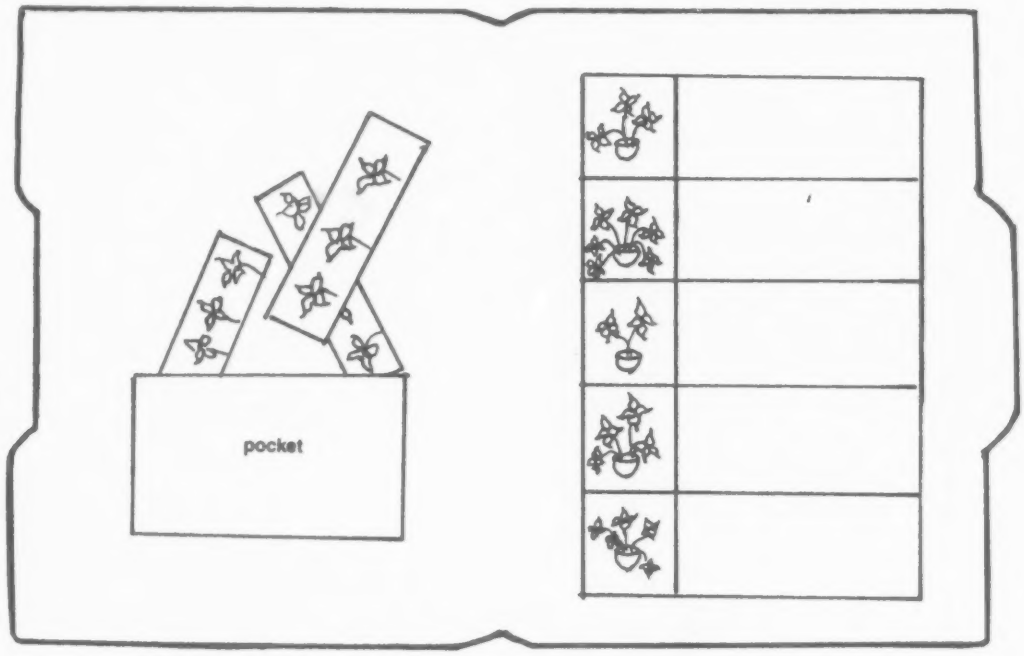
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A pocket is constructed on the left center page to hold cards.

3 A chart is drawn on the right center page containing five horizontal rows. A box at the beginning of each row contains a picture of the number of flowers to be matched.

4 Five matching cards, 2″ x 4½″, each containing from two to six flowers, are prepared.

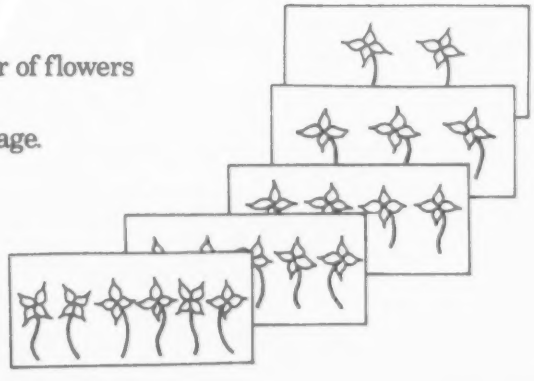


2 & 3

Directions for use

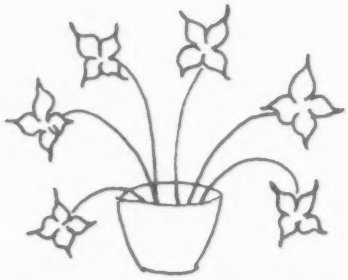
1. The child places the card with the same number of flowers next to its corresponding picture on the chart.

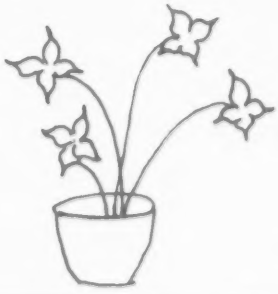
A pattern for the chart is given on the following page.

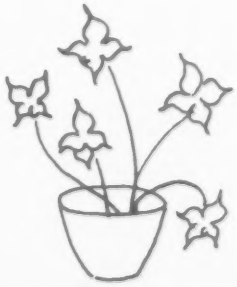


4

120

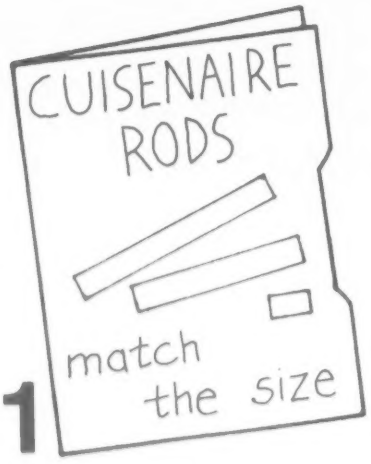






Sign-up sheet for ONE-TO-ONE CORRESPONDENCE

CUISENAIRE® RODS - Match The Size



1

Directions for making activity

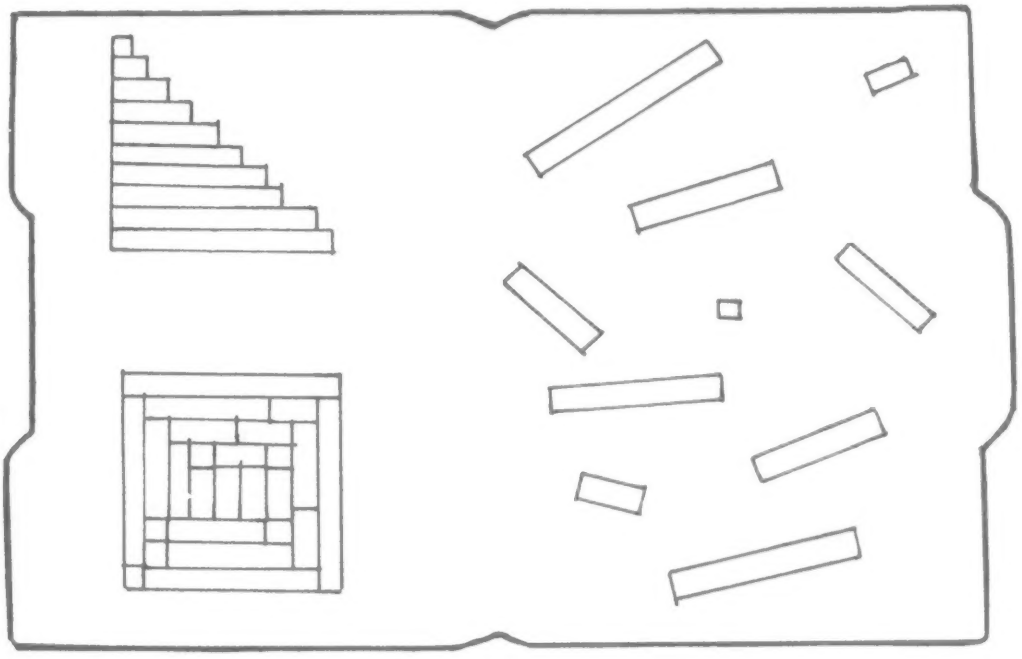
1 The name of the activity is placed on the cover page.

2 Two defined drawings of Cuisenaire® Rods in a pattern are made on the left center page.

3 The right center page contains drawings of the 10 Cuisenaire® Rods randomly traced.

4 A set of Cuisenaire® Rods is provided.

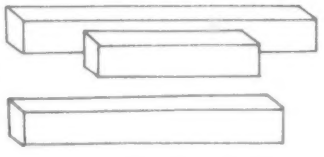
Note: *Cuisenaire® Rods are centimeter rods used in many math programs. They may be purchased at educational supply houses.*



2 & 3

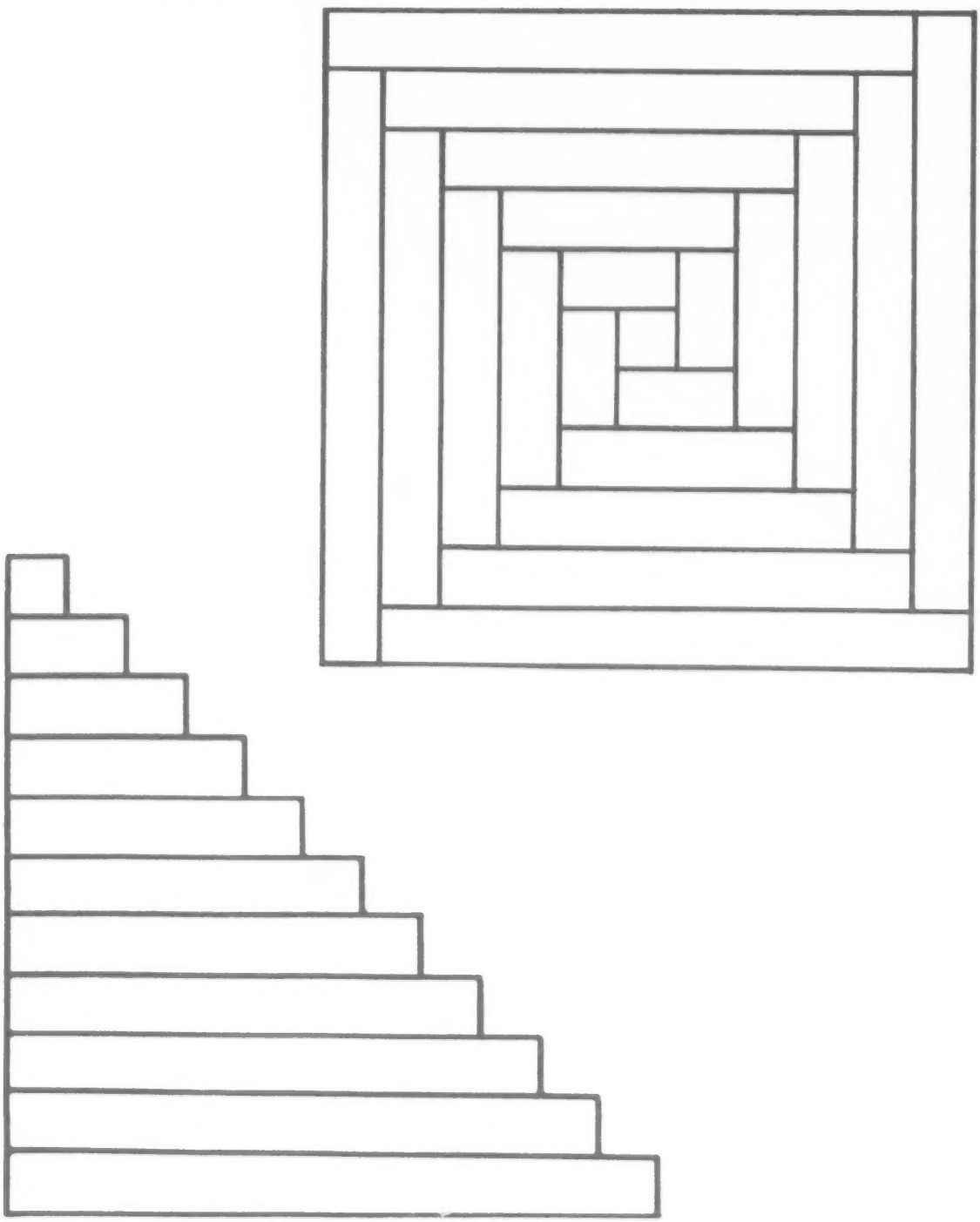
Directions for use

1. The child places the Cuisenaire® Rods directly on their matching outline on the file folder.



4

Pattern for CUISENAIRE® ROD



FILL IN THE CALENDAR

1

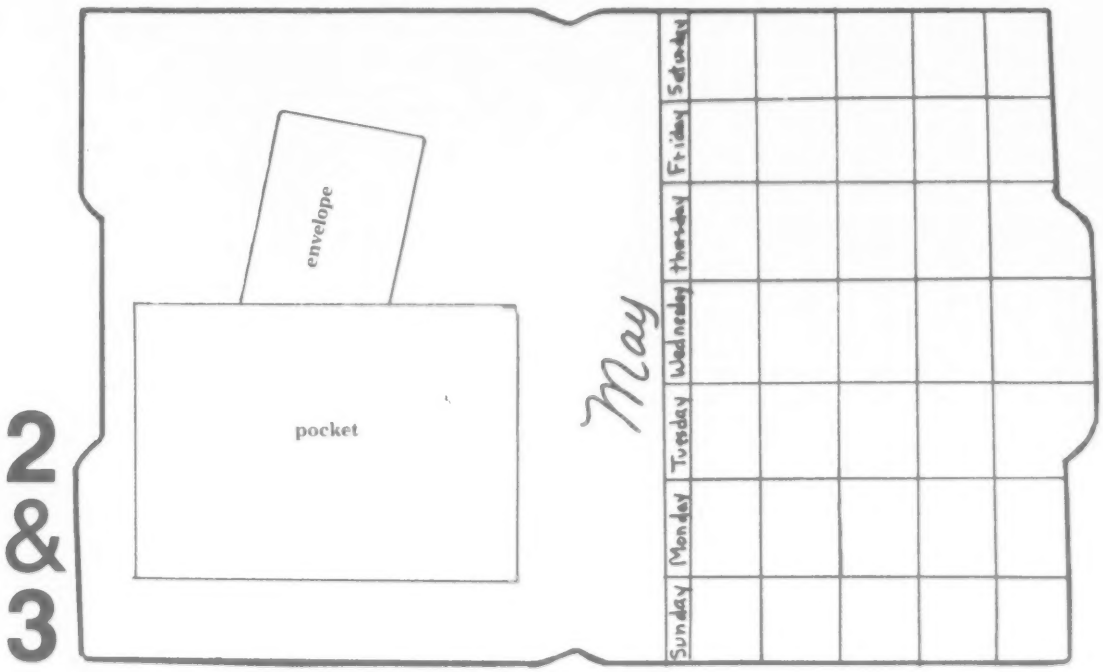
Directions for making activity

1 The name of the activity is placed on the cover page. A symbol representing the month may also be drawn for decoration.

2 A pocket is constructed on the left center page to hold the number for each day. They may be kept in an envelope to avoid losing them.

3 An empty calendar is drawn on white felt which is glued on the right center page. Do not laminate.

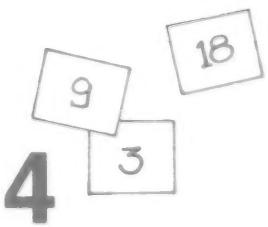
4 By using an old calendar, the teacher may cut out the numbers. For durability, they may be mounted on oak tag.



2 & 3

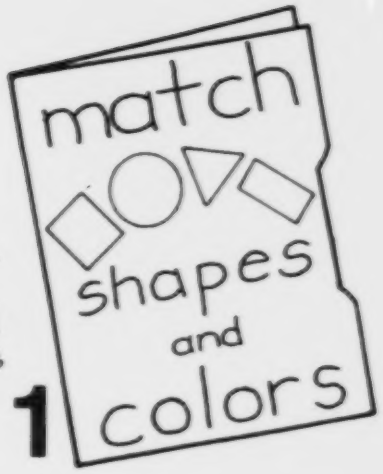
Directions for use

1. The child places the numbers in their proper position on the calendar for the month chosen.



4

MATCH SHAPES AND COLORS



1

Directions for making activity

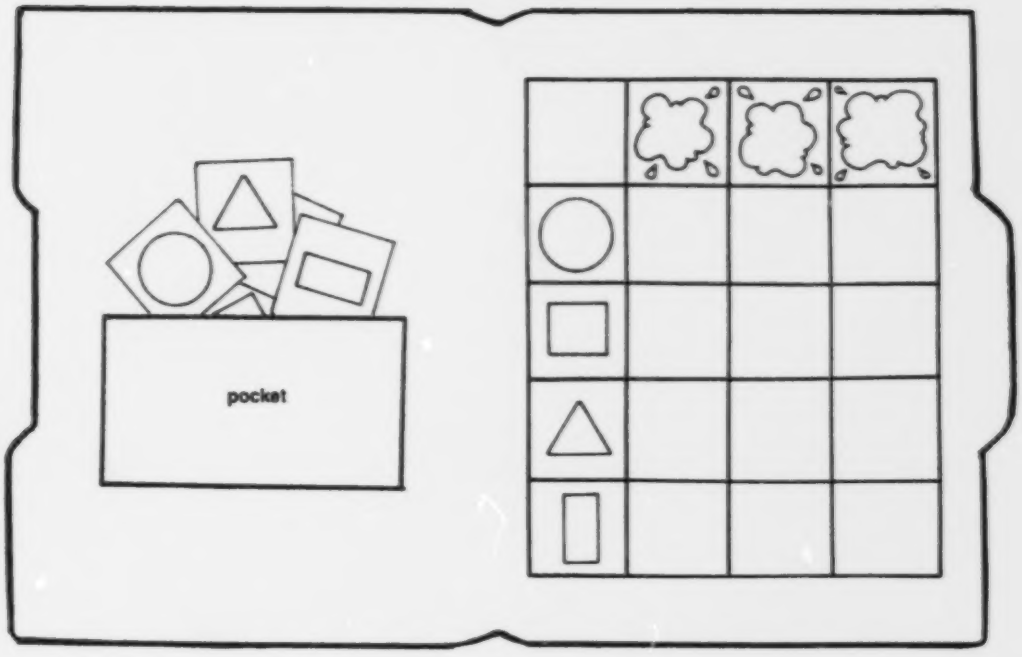
1 The name of the activity is placed on the cover page.

2 A pocket is constructed on the left center page to hold cards.

3 The right center page contains a grid on which the cards must be placed. Three colors: red, yellow and blue are indicated on the top horizontal row of the grid. Four shapes: circle, square, triangle and rectangle are indicated on the left vertical row.

4 Twelve 1½" x 1½" cards are cut out of oak tag or poster-board. Each card contains a different colored shape. They are:

circles . . . . . one red, one yellow, one blue
squares . . . . . one red, one yellow, one blue
rectangles . . . . . one red, one yellow, one blue
triangles . . . . . one red, one yellow, one blue

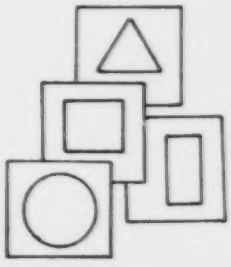


2 & 3

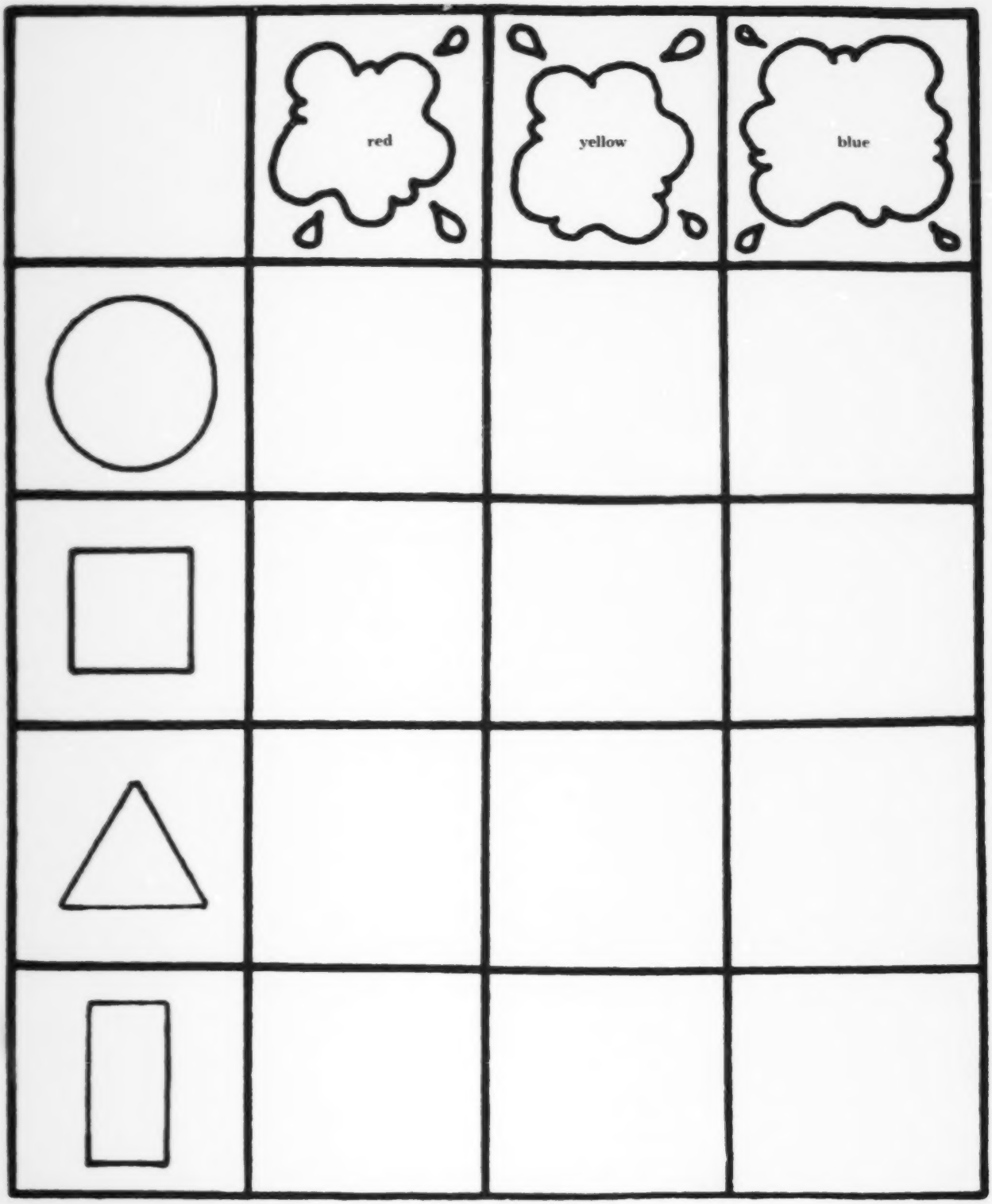
Directions for use

1. The child places the cards on the grid according to shape and color.

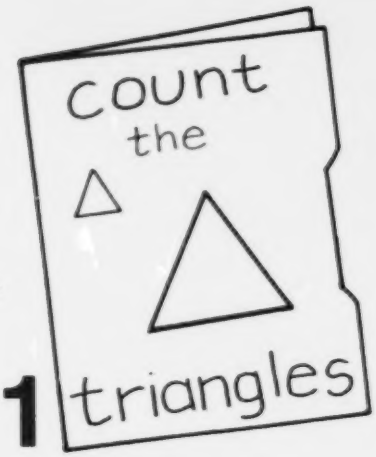
A pattern for this activity is given on the following page.


4

Pattern for MATCH SHAPES AND COLORS



COUNT THE TRIANGLES

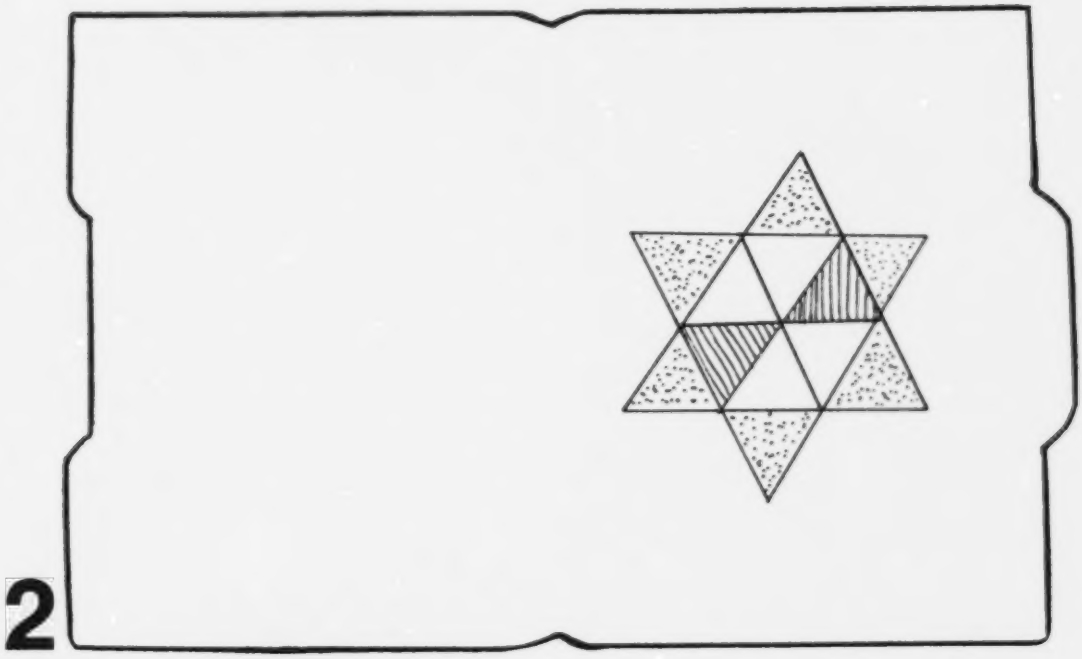


Directions for making activity

1 The name of the activity is placed on the cover page.

2 A large triangle with several inner triangles is drawn on the right center page. It may be colored for decoration.

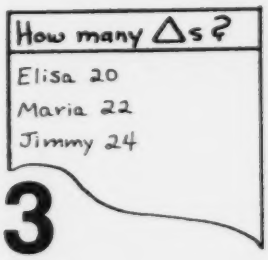
3 A sign-up sheet may be placed on the work table.



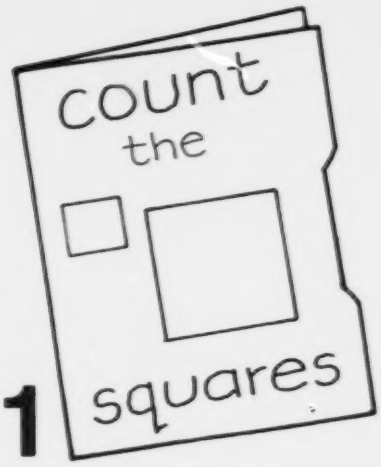
Directions for use

1. The child counts as many triangles as possible in the design. When finished, he/she signs the sheet and notes the answer on the paper.

2. After all have participated, the teacher and children might count the number together.



COUNT THE SQUARES

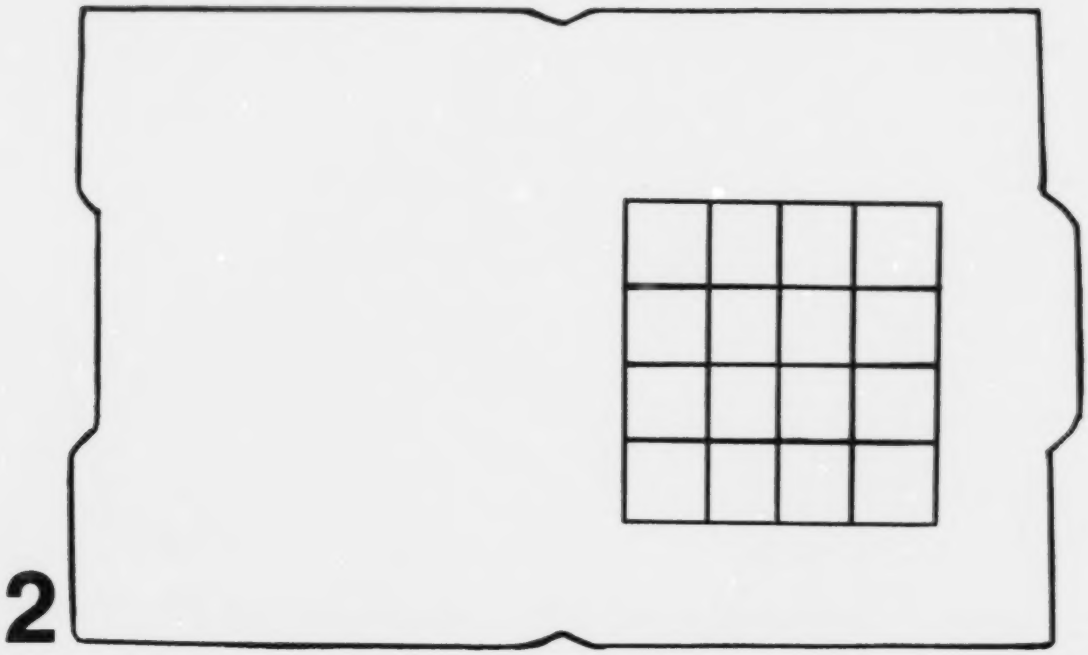


Directions for making activity

1 The name of the activity is placed on the cover page.

2 A large square with several inner squares is drawn on the right center page.

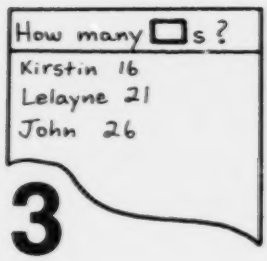
3 A sign-up sheet may be placed on the work table.



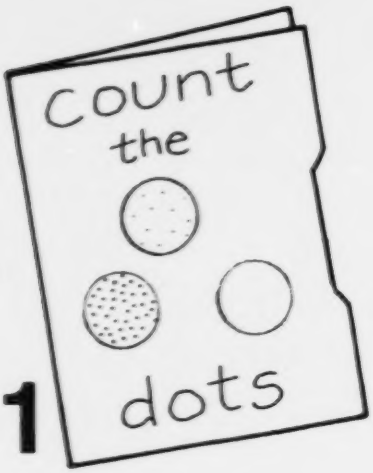
Directions for use

1. The child counts as many squares as possible in the design. When finished, he/she signs the sheet and notes the number of squares on the paper.

2. After all have participated, the teacher and children might count the number of squares together.



COUNT THE DOTS



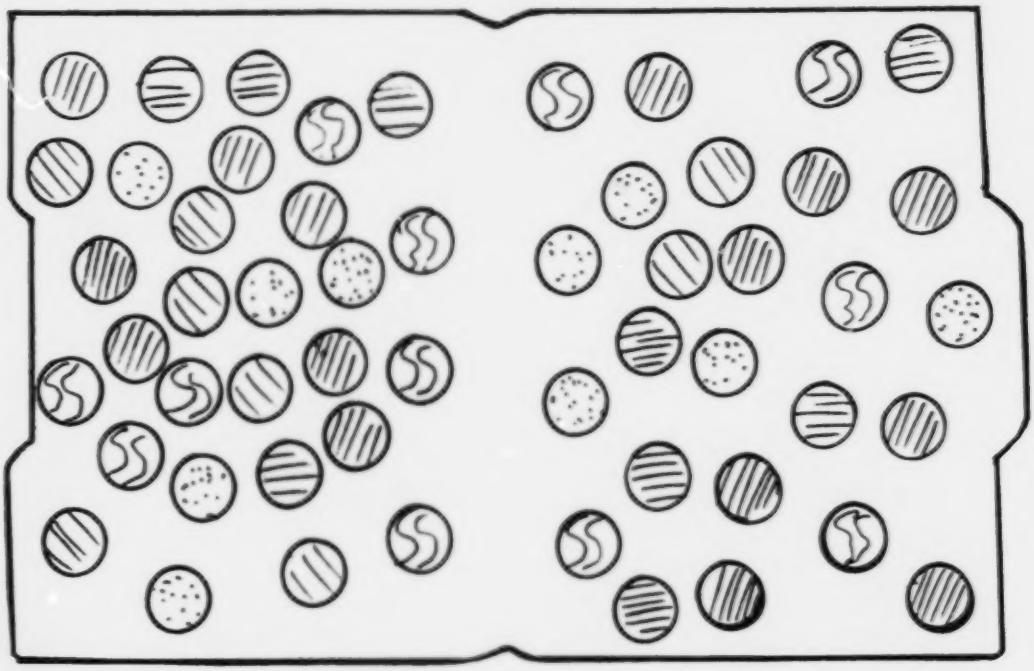
1

Directions for making activity

1 The name of the activity is placed on the cover page.

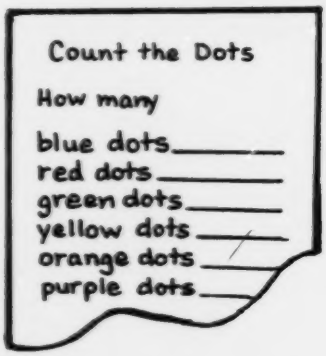
2 Various colored gummed circles are pasted randomly on the center pages. The number of circles and the number of colors should vary according to the age level of the children involved.

3 A specially prepared worksheet is provided.


2

Directions for use

1. The child counts the dots, then fills in the number of each color on the accompanying worksheet.



3

PAC-MAN MAZE

1

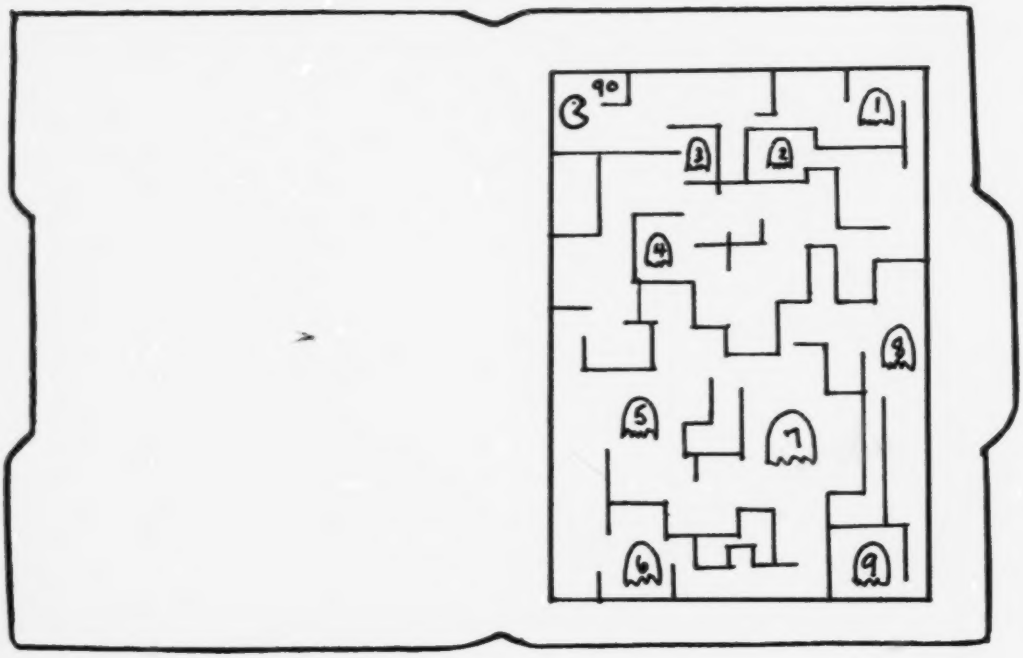
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A maze is drawn on the right center page. Pac-man ghosts or any other popular symbols may be used to stimulate student interest.

3 The file folder must be laminated.

4 Rub-off crayons are provided.



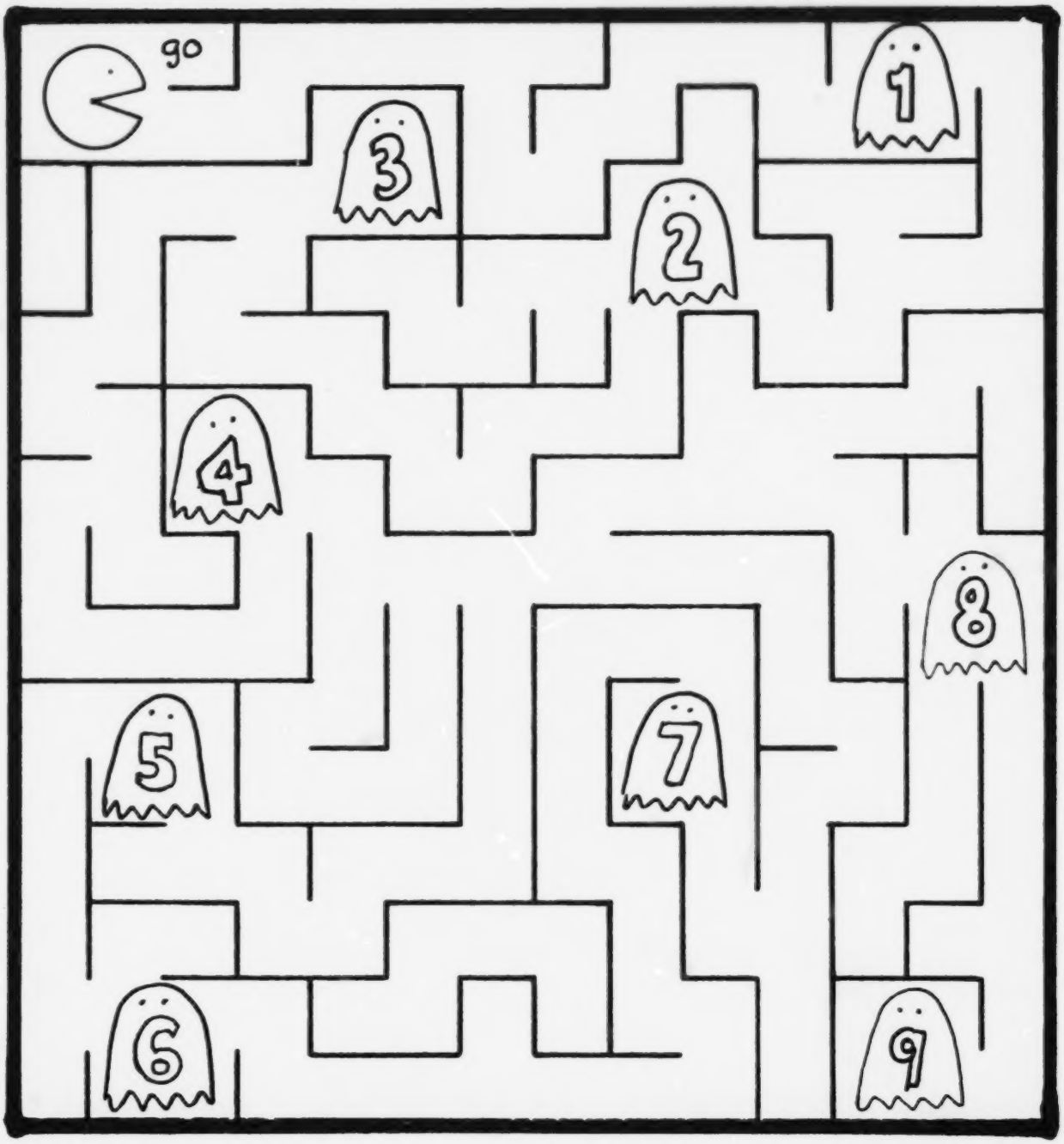
2

Directions for use

1. Using a rub-off crayon or washable felt marker, the child begins to "go" and marks a path to each numeral.

Note: *Patterns for a variety of mazes may be obtained from workbooks or children's magazines.*

Pattern for PAC-MAN MAZE



GUMBALL NUMBER GAME

1

Directions for making game

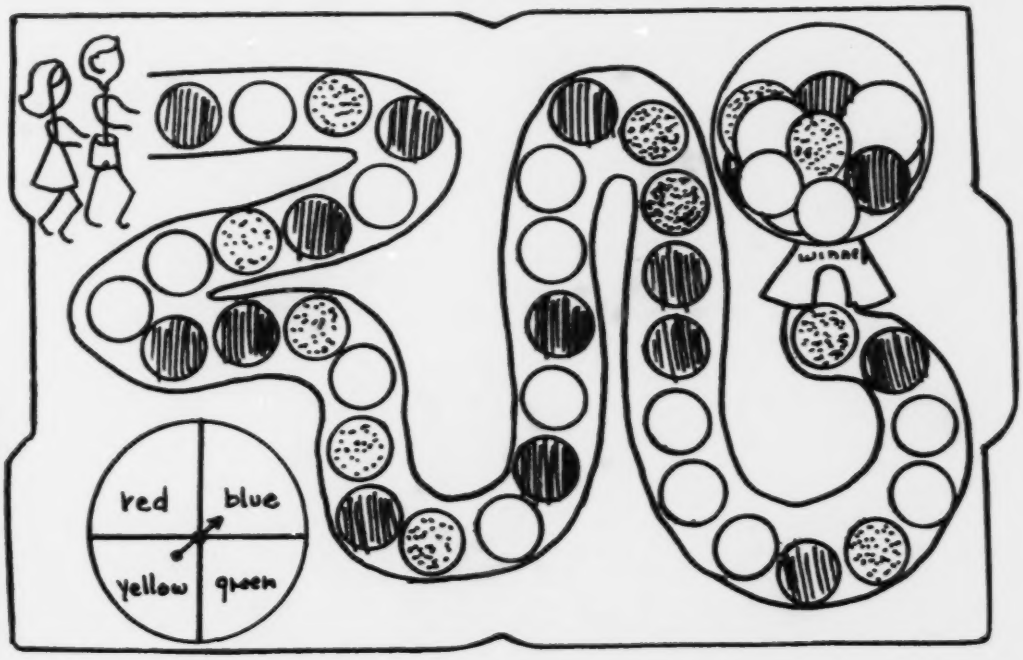
1 The name of the game is placed on the cover page.

2 A four-colored spinning wheel is drawn on the left center page.

3 A path is drawn which leads to a gumball machine. Gummed circles, red, yellow, blue and green are randomly pasted in close proximity to each other on the path.

4 Markers are provided.

5 The file folder is laminated before the spinner is attached to the wheel.



2 & 3

Directions for play

4

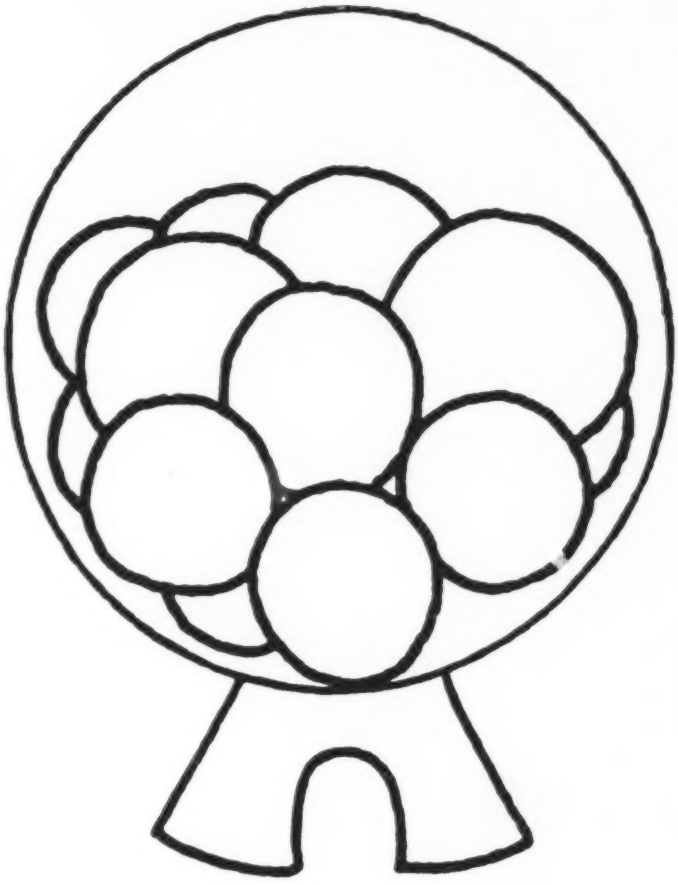
1. Each player selects a marker.

2. Taking turns, each child spins and moves his/her marker to the nearest similarly colored gumball as indicated by the arrow.

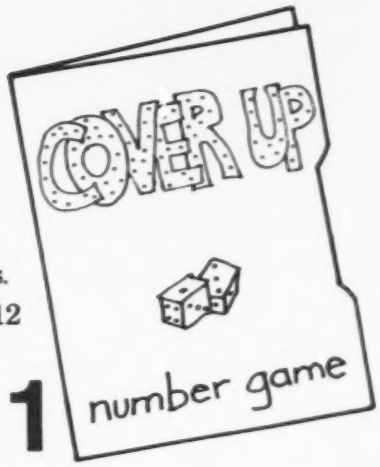
3. If the arrow lands on green, the marker is moved backward to the nearest green gumball. For very young players, negative numbers may be omitted.

4. The first to reach the gumball machine wins.

Pattern for GUMBALL NUMBER GAME



COVER UP– number game



Directions for making game

1 The name of the game is placed on the cover page.

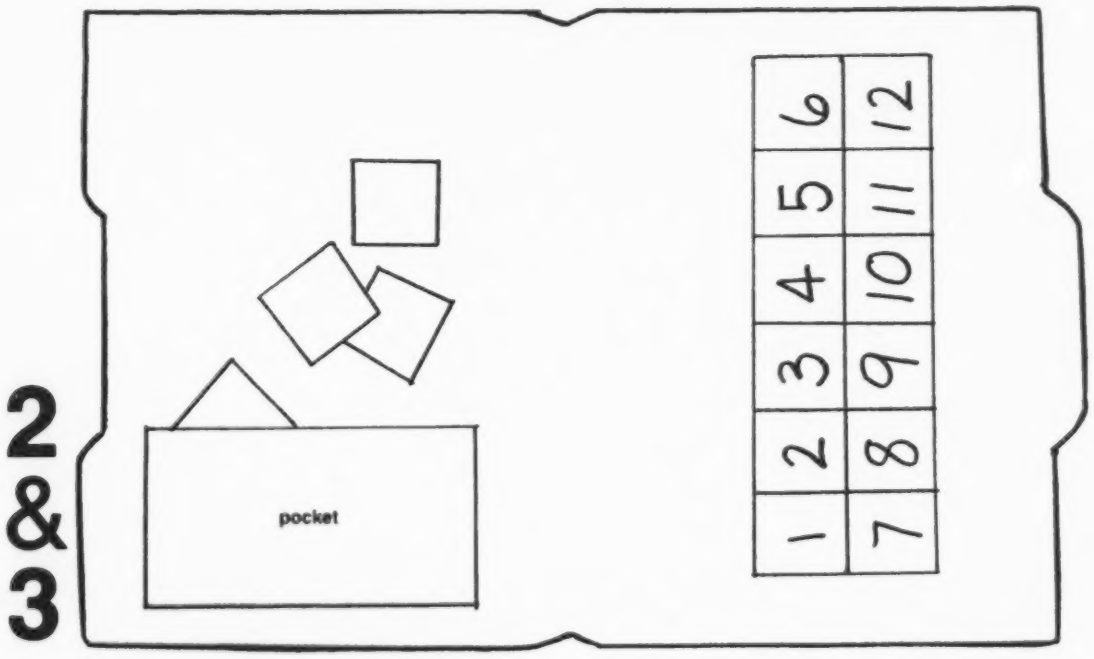
2 A pocket is constructed on the left center page to hold cards.

3 A grid is constructed on the right center page. Containing 12 squares, numerals from 1-12 are printed in each square.

4 Two dozen or more blank "cover" cards are provided.

5 A pair of dice is needed for play.

6 Two identical file folders are prepared for this game.

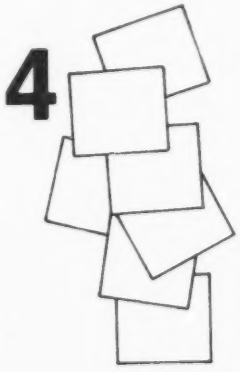


Directions for play

1. Each player has his/her own game board.

2. Players take turns rolling the dice. If the dice show a 3 and a 4, the player may cover the 3 and the 4 or a 7. If those numbers are already covered, the player yields the dice to the other player.

3. The first player to cover all the numbers wins.



NUMBER GAME

1

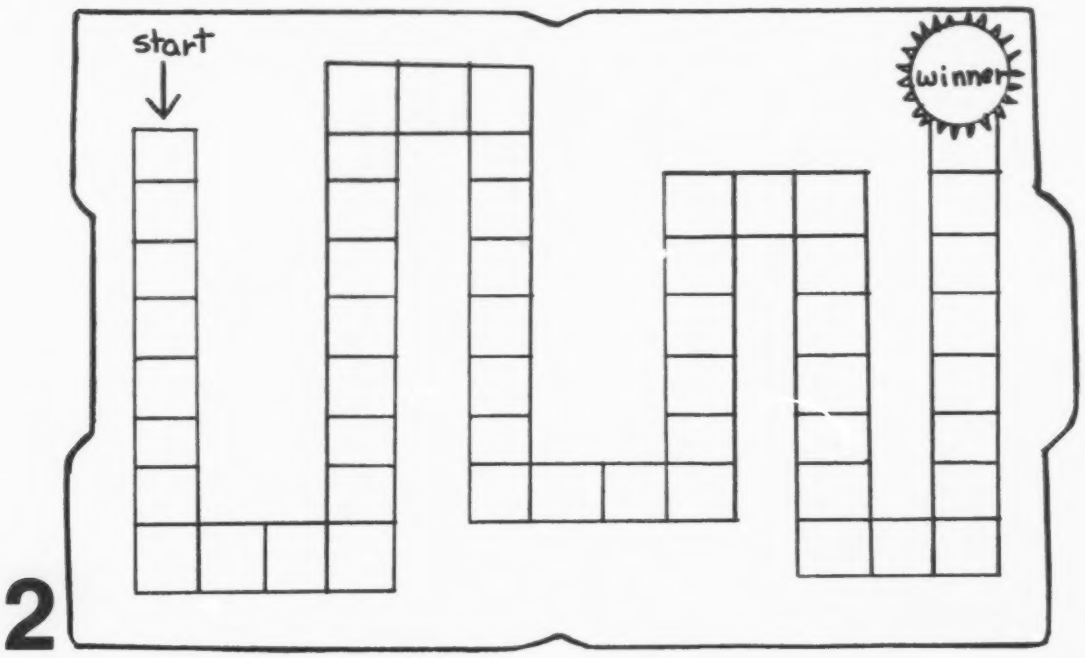
Directions for making game

1 The name of the game is placed on the cover page.

2 A path is drawn on the center pages leading to a winners' circle. The starting point is indicated by an arrow.

3 Using a cube-shaped wooden block, the numbers 0, 1, 2, 3, 4 and -1 are written on the sides of the block with a felt marker. The block may be painted first.

4 Two markers are needed for play.



2

Directions for play

1. Taking turns, players roll the block. They move their markers according to the number that is rolled. If they cannot move backwards because of lack of spaces, they must begin again on the next turn.

2. Each player tries to reach the winner's circle first.

3

4

READY, GET SET, GO

1

Directions for making game

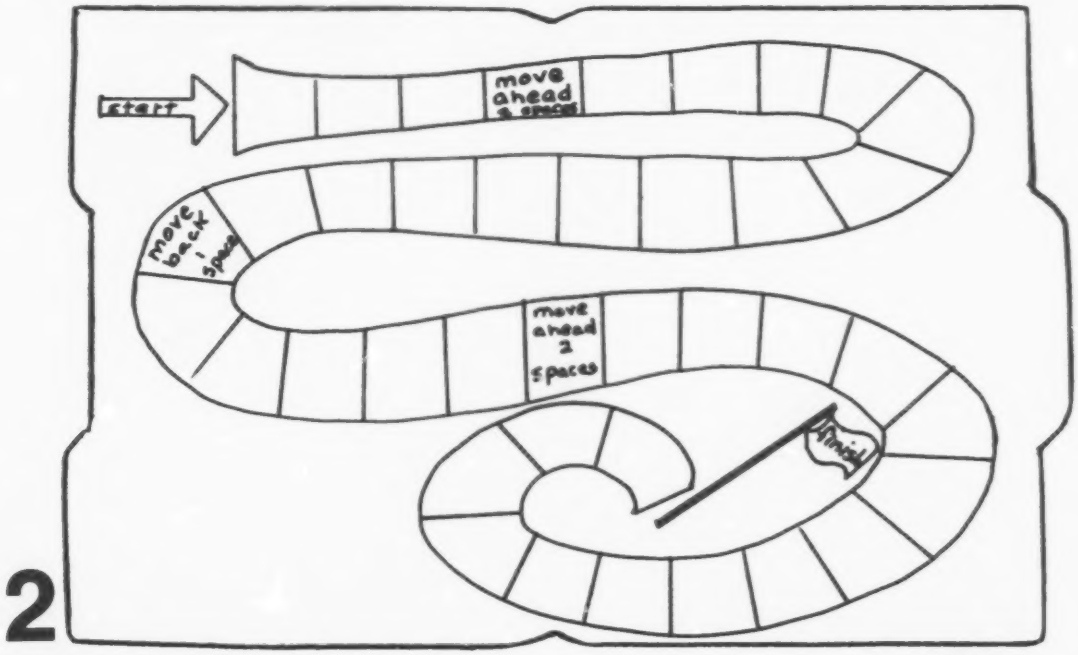
1 The name of the game is placed on the cover page.

2 A sectioned pathway is drawn on the center pages.

3 About 35 car-cards are drawn and cut out. An arithmetic problem is written on one side of each card–either addition, subtraction, multiplication or division. Answers are printed on the back of each car-card.

4 Markers are provided.

Skill car-cards containing difficult problems should instruct the player to advance two spaces.

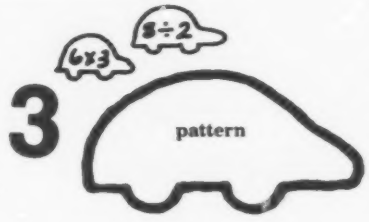


2

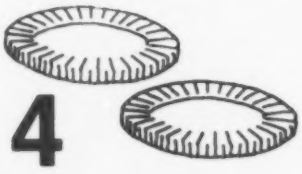
Directions for play

1. Skill car-cards are placed face-up on the table.
2. Players take turns picking a card and answering the question. (Paper and pencil may be used for figuring.)
3. If answered correctly, the player moves forward one space. For difficult problems, the player moves ahead two spaces. If answered incorrectly, the player does not move.
4. The first to reach the "finish" flag wins.

Suggestion: *This is a "generic" board that can be used for almost any subject. It can ask history questions as well as reading, science, geography, music and art.*



3


4

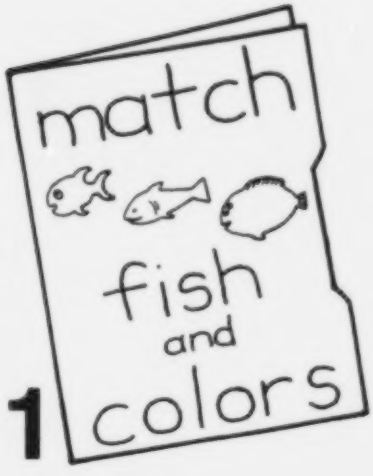
Chapter 5

Science

Depending on the developmental level of students, teachers can increase or decrease the complexity of science projects with ease.

Some of the topics included in this chapter are animals, plants, and dinosaurs.

MATCH FISH AND COLORS



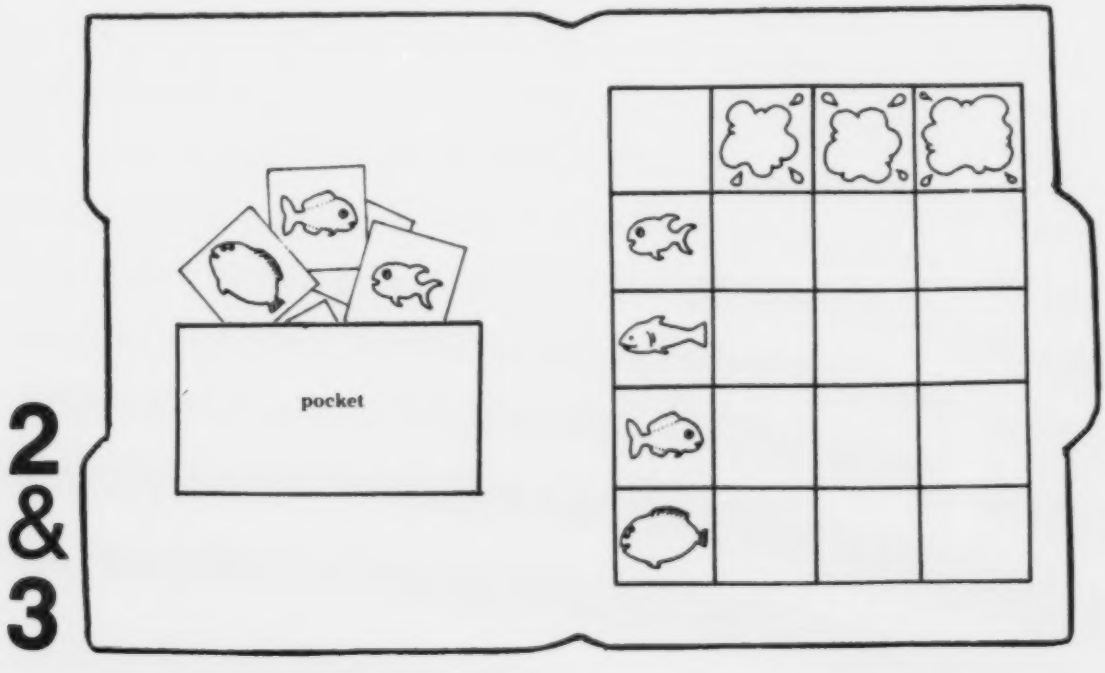
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A pocket is constructed on the left center page to hold cards.

3 A grid, 7″ x 8½″, is drawn on the right center page. Across the top row, three different colors are indicated. Down the left vertical column, four different species of fish are indicated.

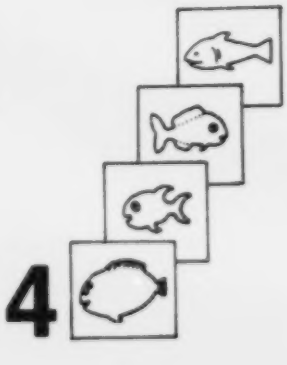
4 Twelve 1½″ x 1½″ cards are cut out of poster board. Each different species of fish is drawn on a card in the three colors.



Directions for use

1. The child places the cards in position on the grid according to the species of fish and the color indicated.

A pattern of a grid is given on the following page.



Pattern for MATCH FISH AND COLORS

	orange	purple	green

MATCH BUTTERFLIES AND COLORS

1

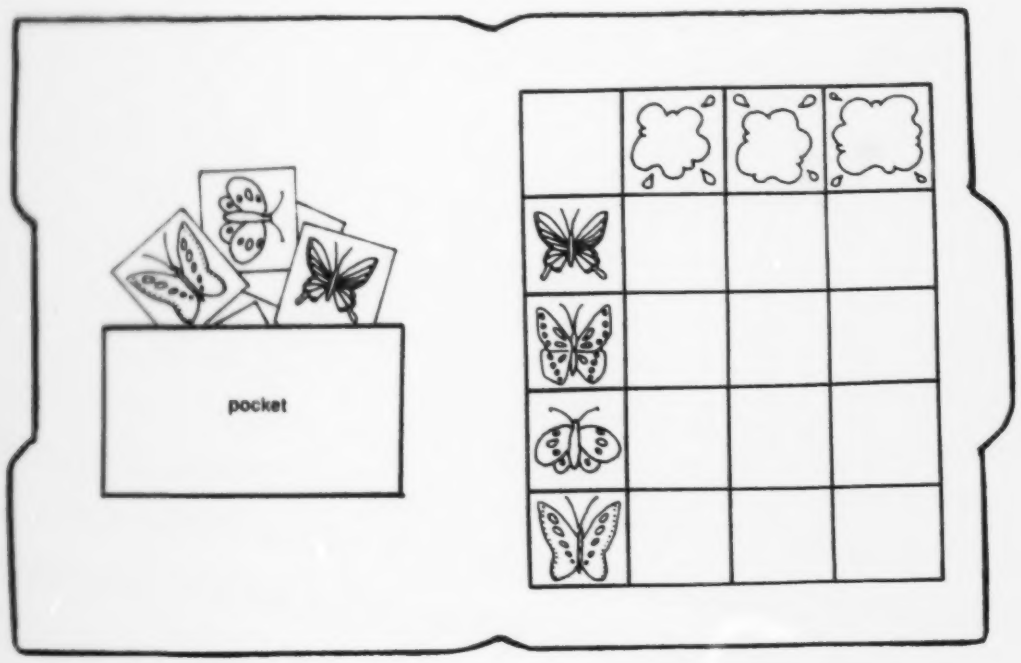
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A pocket is constructed on the left center page to hold cards.

3 A grid, 7" x 8½", is drawn on the right center page. Across the top row, three different colors are indicated. Down the left vertical column, four different species of butterflies are indicated.

4 Twelve 1½" x 1½" cards are cut out of poster board. Each different species of butterfly is drawn on a card in the three colors.



2 & 3

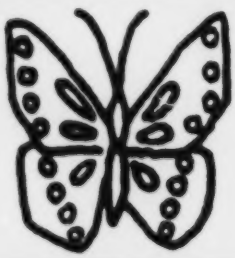
Directions for use

1. The child places the cards in position on the grid according to the species of butterflies and the color indicated.

A pattern of a grid and a sample sign-up sheet for this activity are given on the following pages.

4

Pattern for MATCH BUTTERFLIES AND COLORS

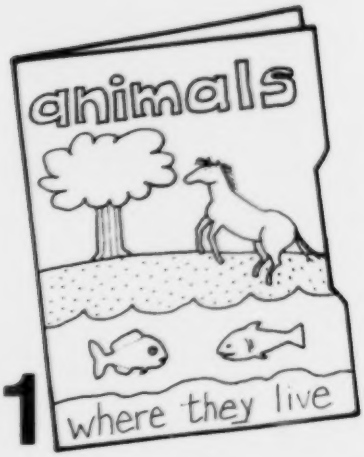
	pink	turquoise	violet
			

Sign-up sheet for MATCH

A variety of animals may be used in this type of activity, including: insects, reptiles, amphibians, birds, etc.

butterflies	fish	birds	cats

ANIMALS-Where They Live



1

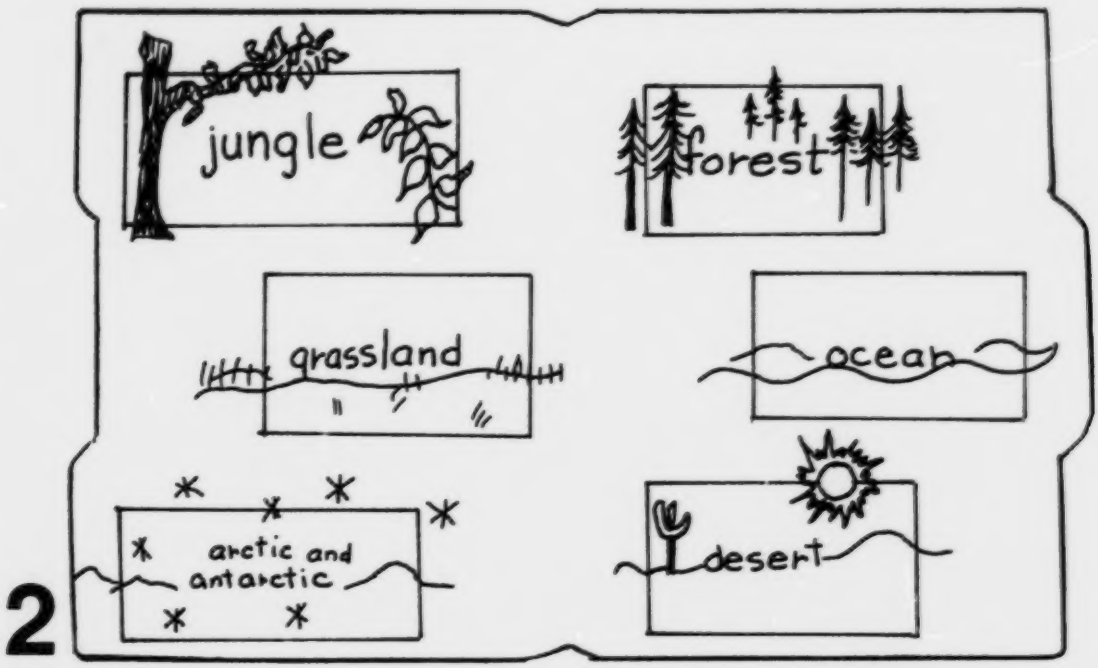
Directions for making activity

1 The name of the activity is placed on the cover page.

2 Six pockets are glued to the center pages. Each pocket is labelled with the habitat of various animals. Pictures and/or drawings may be used also.

3 Numerous cards are prepared. Each contains a picture of an animal. The cards may be kept in a plastic ziplock bag or a box.

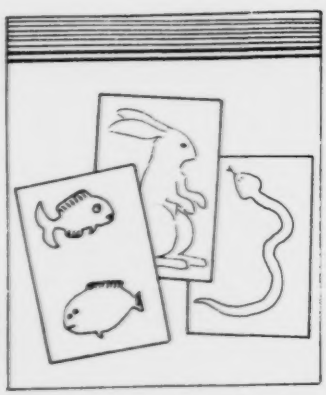
4 The file folder is then laminated.



2

Directions for use

1. The child places each animal card in the proper pocket on the folder.



3

LABEL THE TREE

1

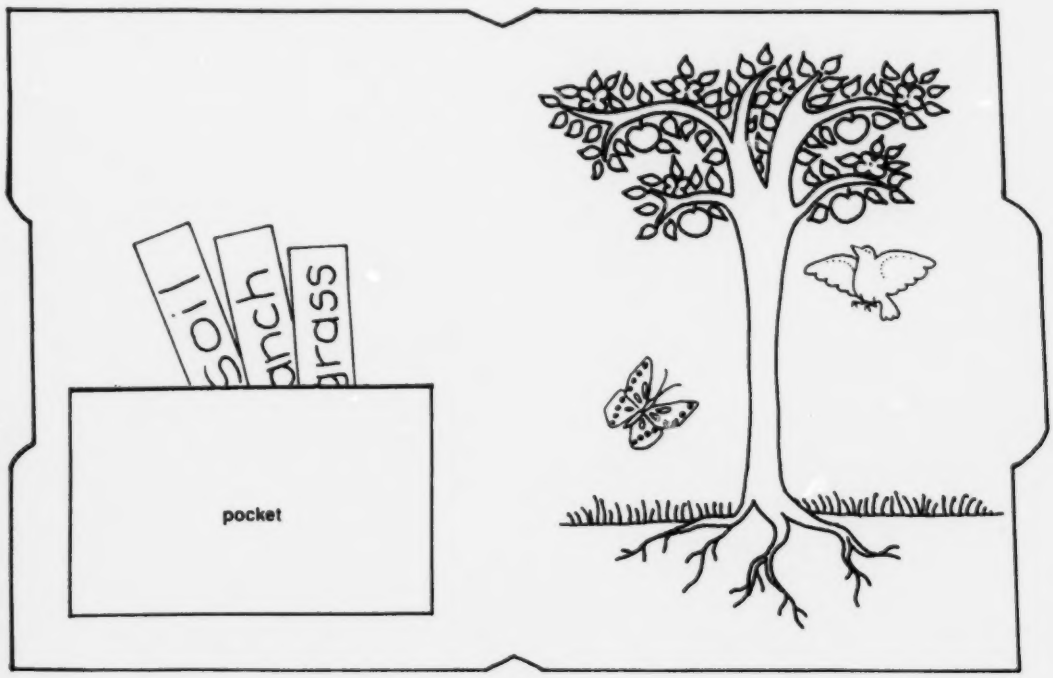
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A pocket is constructed on the left center page to hold labels.

3 A tree with roots, flowers, leaves, branches and a trunk is drawn on the right center page.

4 Labels, or strips, are made of all the parts as well as labels for soil, grass, air, insects, etc.

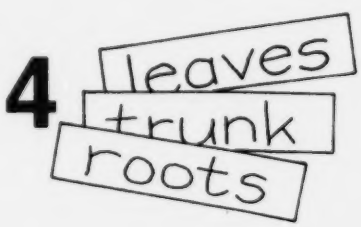


2 & 3

Directions for use

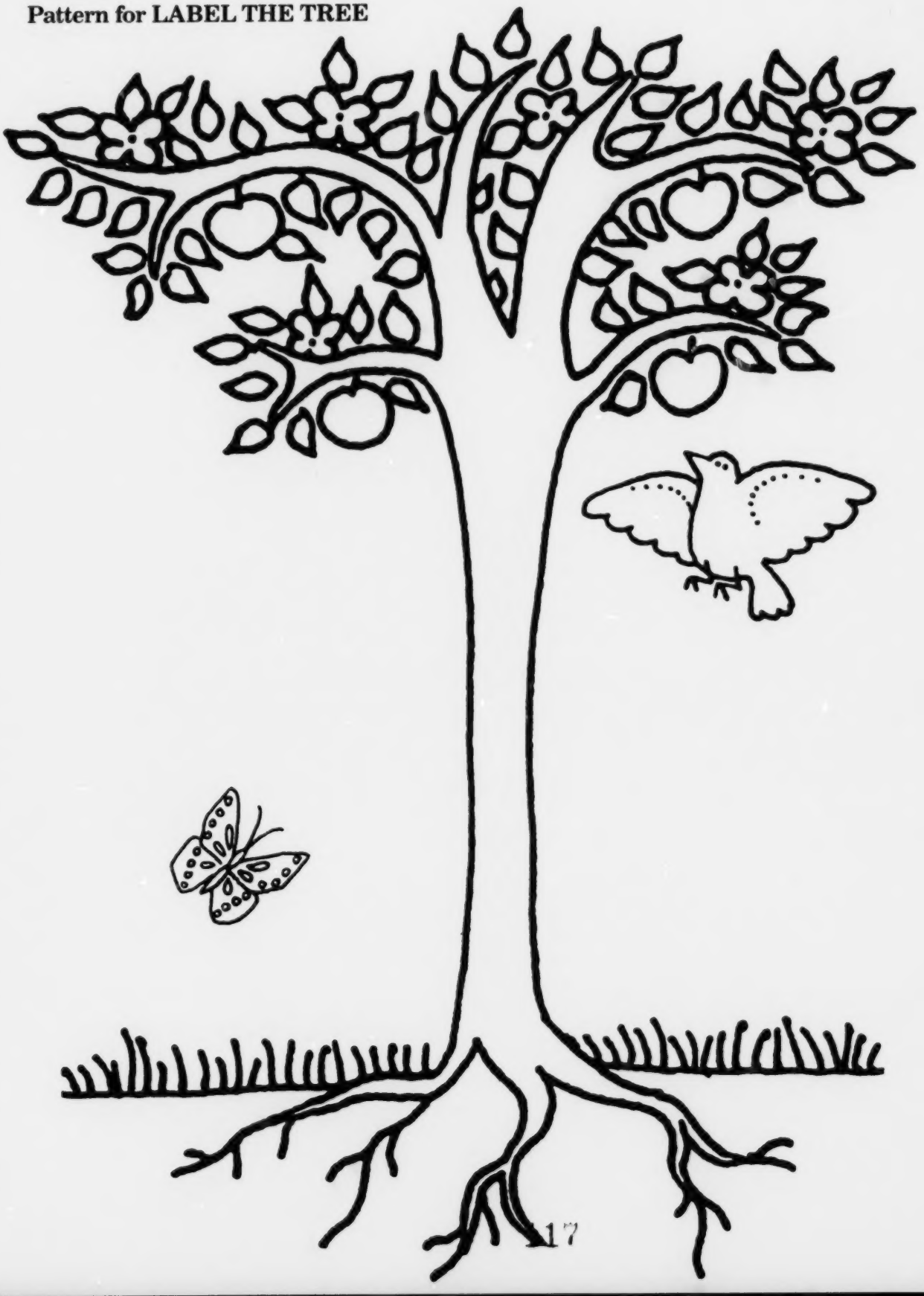
1. The child places the labels appropriately on the drawing.

Suggestion: *Other file folders of this type might focus on flowers, or animal species.*



4

Pattern for LABEL THE TREE



LABEL THE FLOWER

1

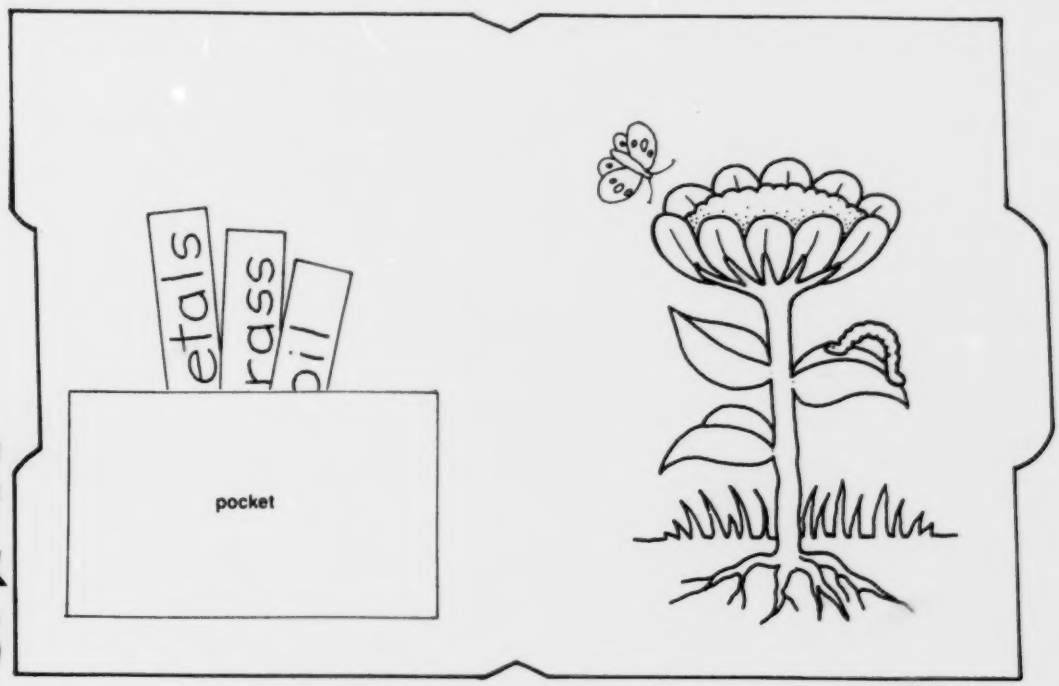
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A pocket is constructed on the left center page to hold labels.

3 A flower with stem, leaves and petals is drawn on the right center page.

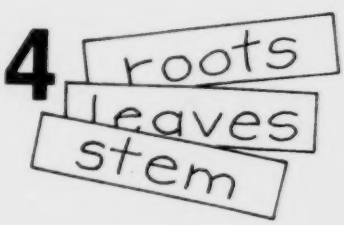
4 Labels, or strips, are made of all the parts as well as labels for soil, grass, air, insects, etc.



2 & 3

Directions for use

1. The child places the labels appropriately on the drawing.



4

Pattern for LABEL THE FLOWER

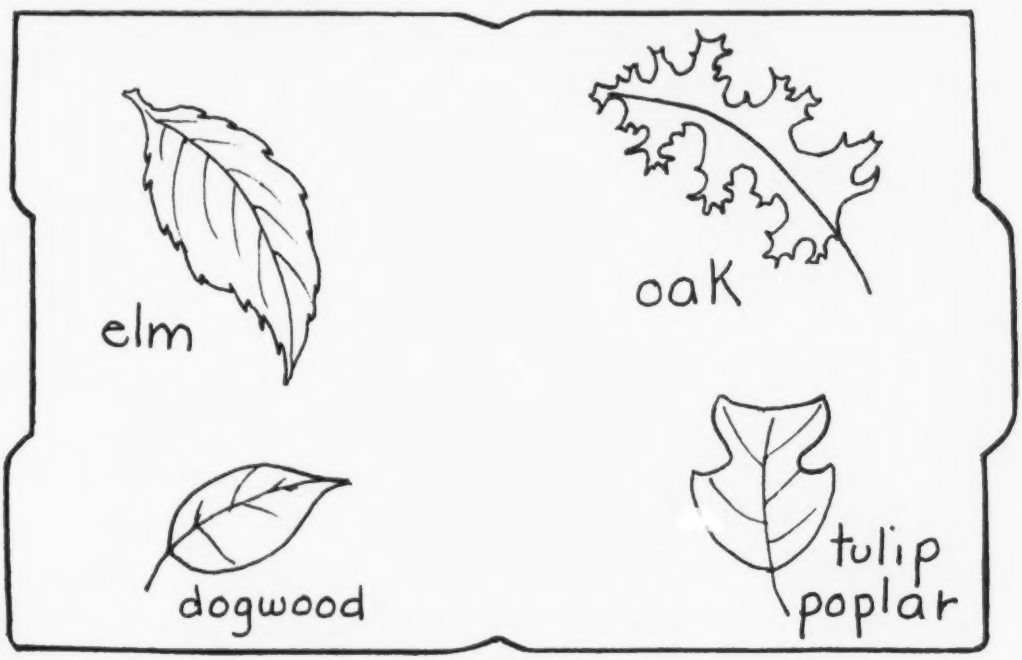
FIND AND MATCH THE LEAVES

Directions for making activity

1 The name of the activity is placed on the cover page along with decorations.

2 Four leaves are drawn on the center pages. These leaves must represent trees indigenous to the area. The names of the leaves are printed next to each drawing.

3 The folder is then laminated.



Directions for use

1. The student takes the file folder outdoors and finds leaves that match those drawn on the center pages.
2. The leaves are brought back into the classroom for observation.

Suggestion: *Several file folders with different leaves drawn in them can be offered at the same time. Thus two or more students can search for leaves together.*

Pattern for FIND AND MATCH THE LEAVES

FILL THE POTS

1

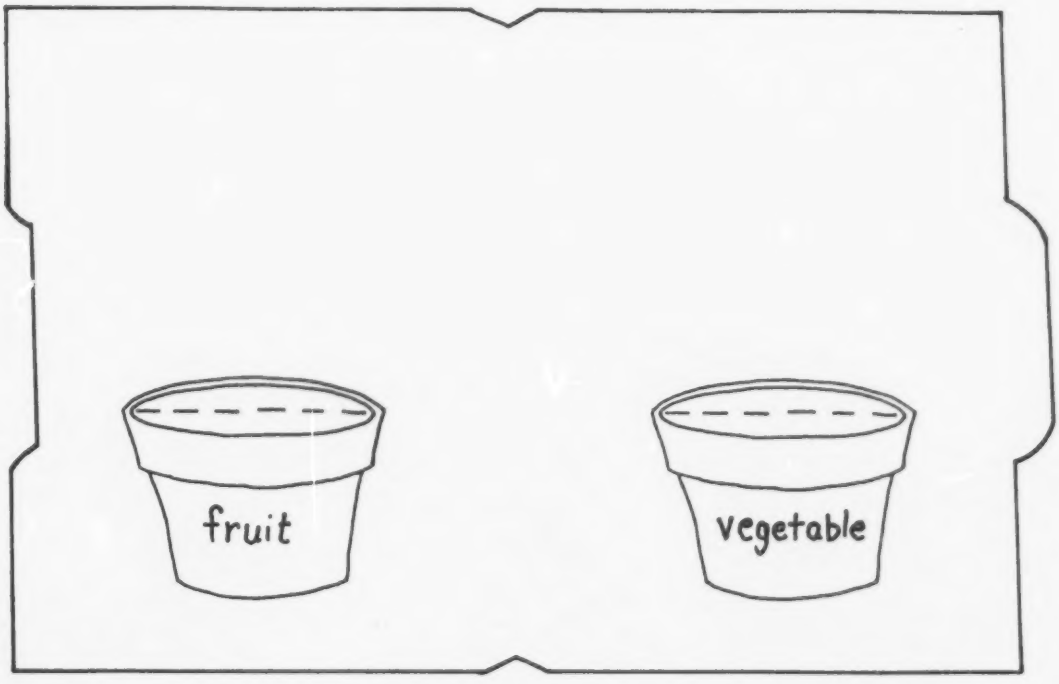
Directions for making activity

1 The name of the activity is placed on the cover page.

2 Two identical containers are drawn on the center pages. A slit is made in each with a razor to receive either vegetables or fruit.

3 Twenty stick-labels are constructed using posterboard. The name or picture of a fruit or vegetable is written on each.

4 The labels may be kept in a large plastic bag and attached to the folder with a paper clip.

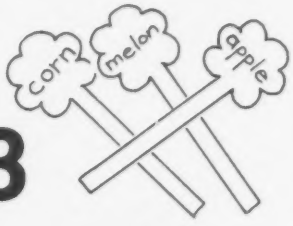


2

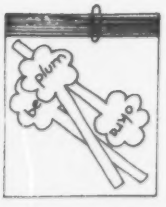
Directions for use

1. The child sorts the fruits and vegetables and inserts them in the proper pot.

Suggestion: *This kind of file folder activity may also be used with flowers and trees, wild animals and domestic animals, etc.*

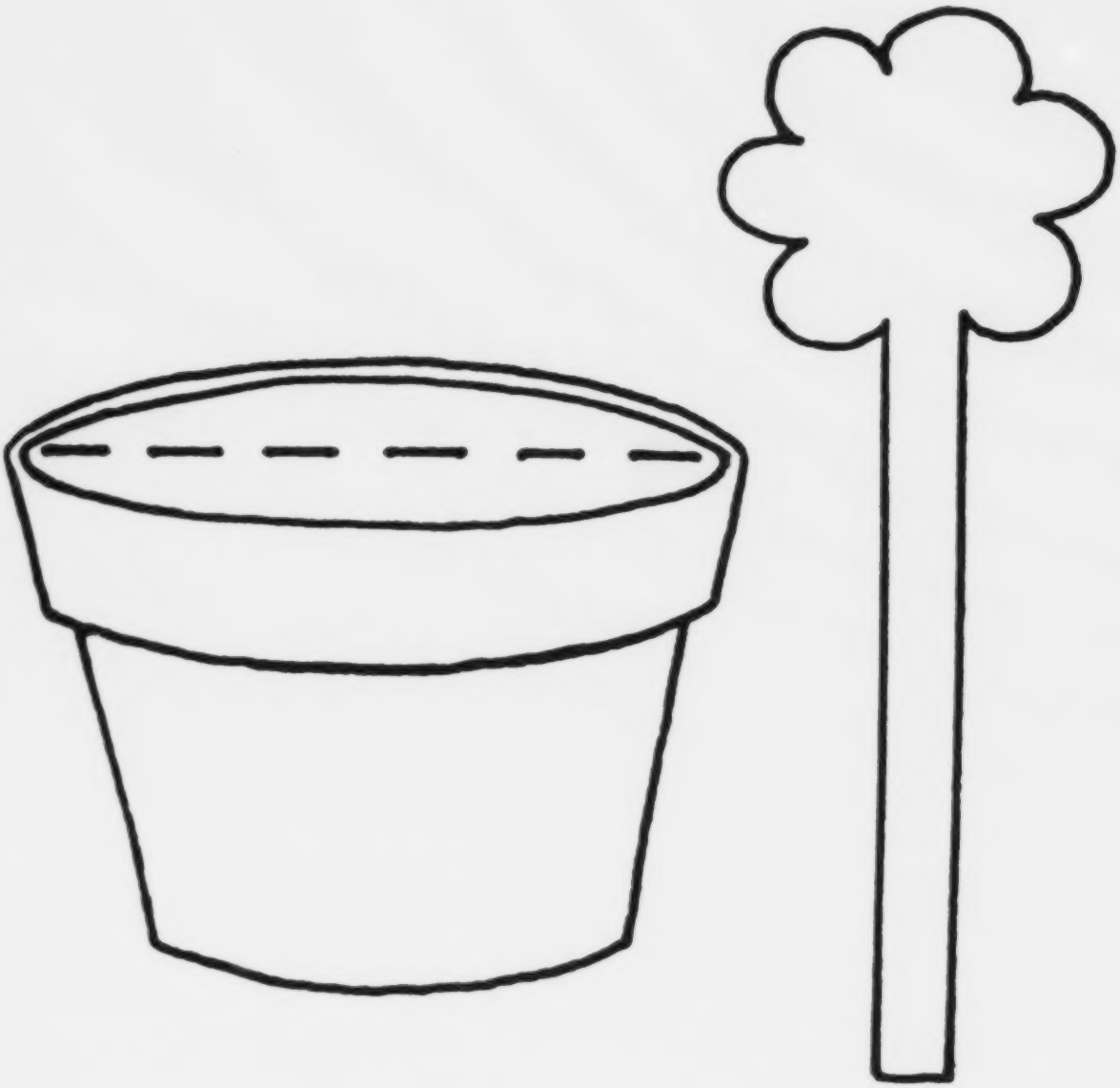


3



4

Pattern for FILL THE POTS



SORTING VEGETABLES

1

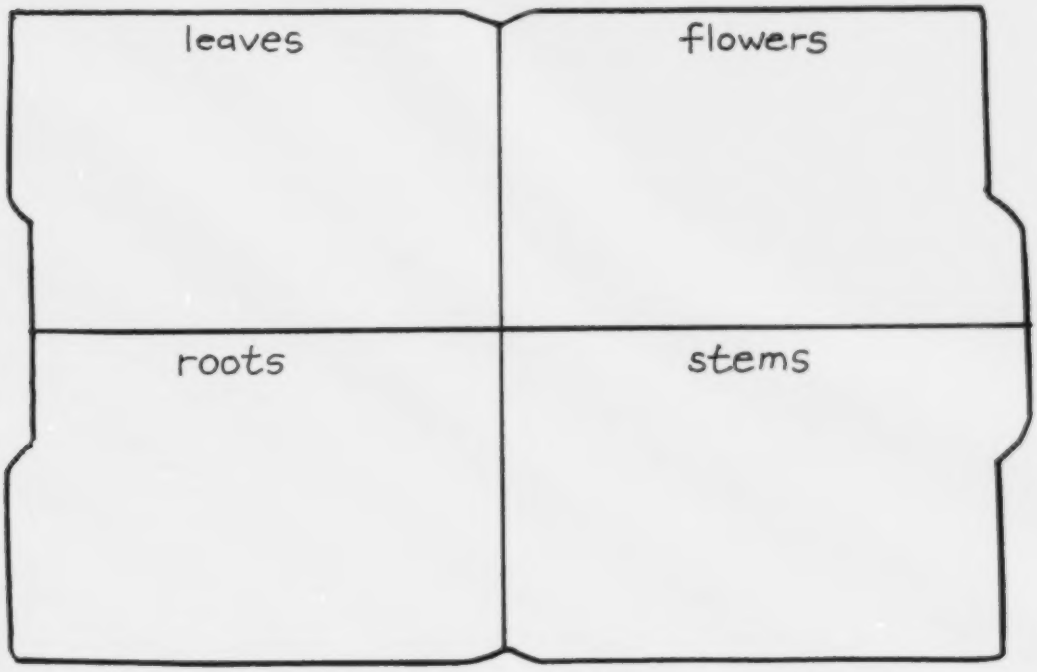
Directions for making activity

1 The name of the activity is placed on the cover page.

2 The center pages are divided into four parts. Each section is labelled either leaves, flowers, stems or roots.

3 Many vegetable cards are prepared. Some of the vegetables are roots, some stems, some flowers and some leaves.

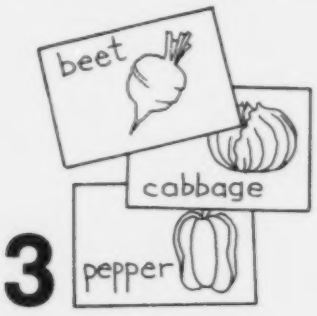
4 A pocket is constructed on the back cover to hold cards.



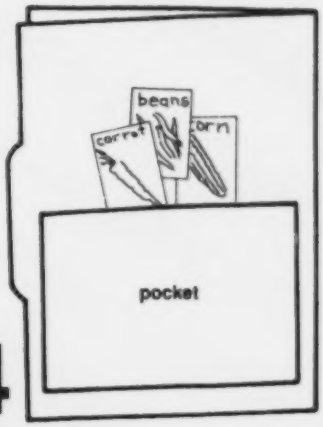
2

Directions for use

1. The child sorts the vegetables and places them in the proper section.



3



4

LASSO VITAMIN C

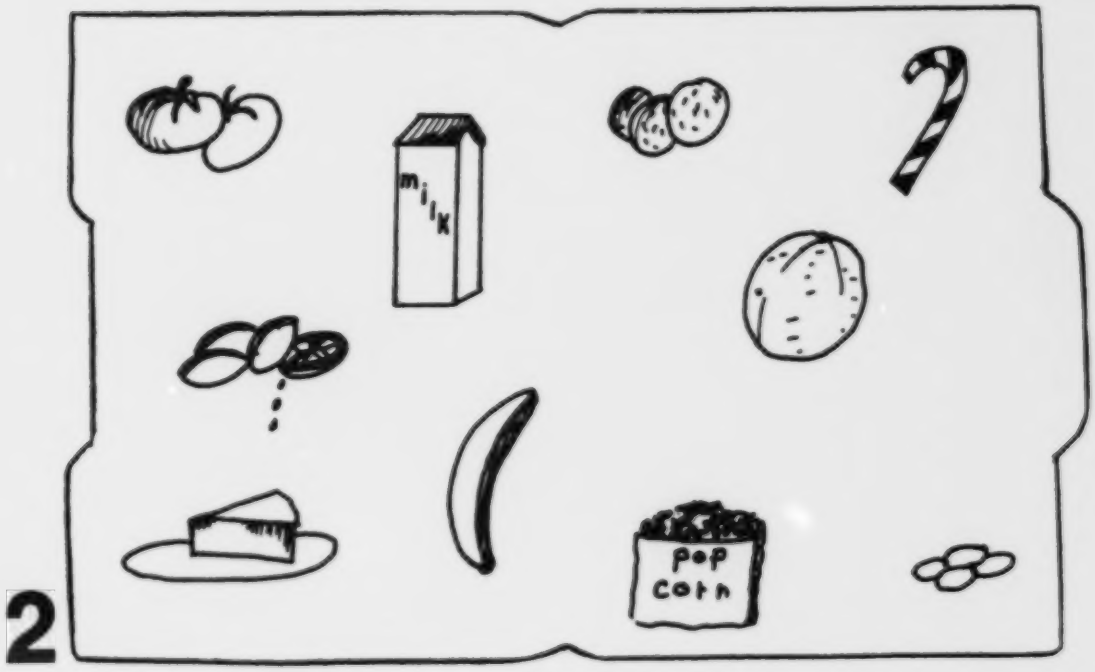
1

Directions for making activity

1 The name of the activity is placed on the cover page.

2 Pictures of a variety of foods are pasted randomly on the center pages. Many of the foods will be rich in vitamin C.

3 A pocket is constructed on the back cover to hold tiny lassos. The lassos are circles of string tied in a double knot.

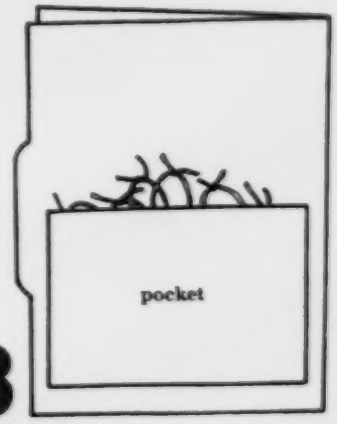


2

Directions for use

1. The child places a lasso around each picture of food that contains vitamin C.

Suggestion: *This same type of activity can be used for other vitamins.*



3

AROMAS

1

Directions for making activity

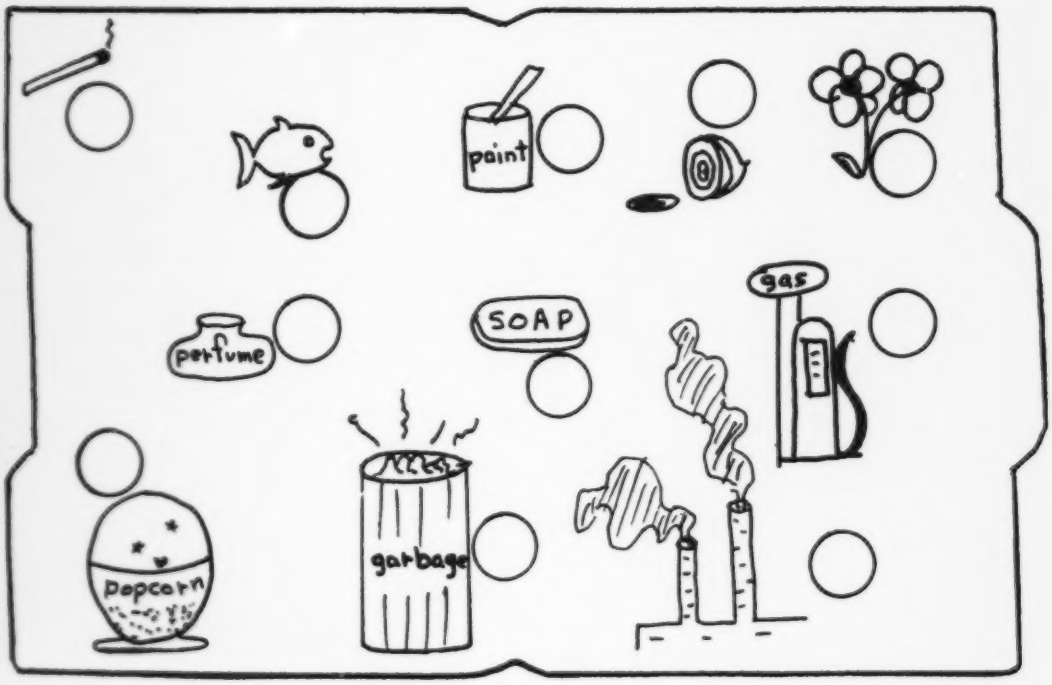
1 The name of the activity is placed on the cover page.

2 Drawings or pictures of objects that have a definite aroma are pasted randomly over the center pages.

3 A blank circle is drawn next to each object.

4 Fifteen to twenty like-sized circles are cut out of poster-board. Happy, sad or unemotional faces are drawn on each.

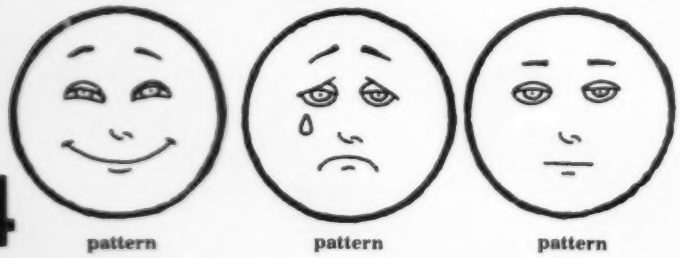
5 A pocket is constructed on the back cover to hold faces.



2 & 3

Directions for use

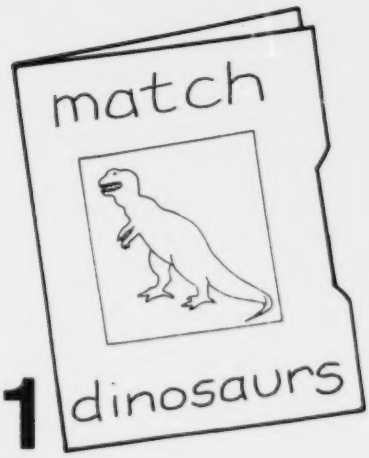
1. The student places one of the faces next to the picture. It indicates the type of aroma emitted.



4

5

MATCH DINOSAURS



1

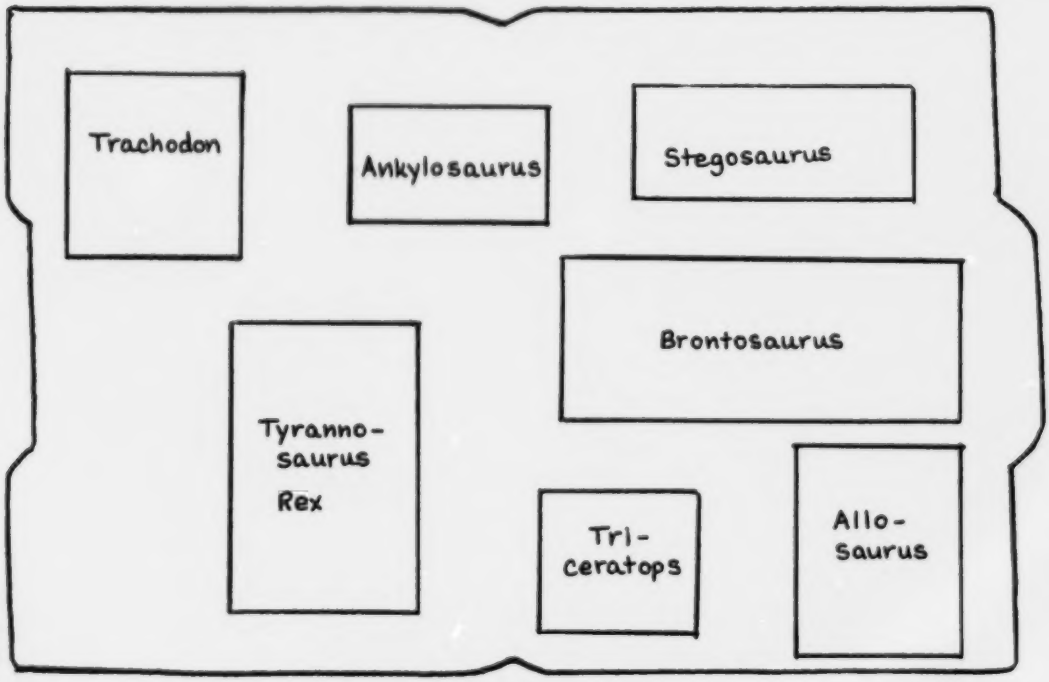
Directions for making activity

1 The name of the activity is placed on the cover page.

2 Several shapes, each containing the name of a different dinosaur, are drawn on the center pages.

3 Pictures or drawings of these same dinosaurs are mounted on cards.

4 A pocket is constructed on the back cover to hold cards. They may be kept in an envelope for safe-keeping.



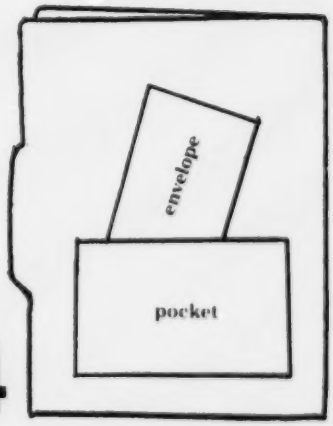
2

Directions for use

1. The child places the picture-card of the dinosaur over its matching name.

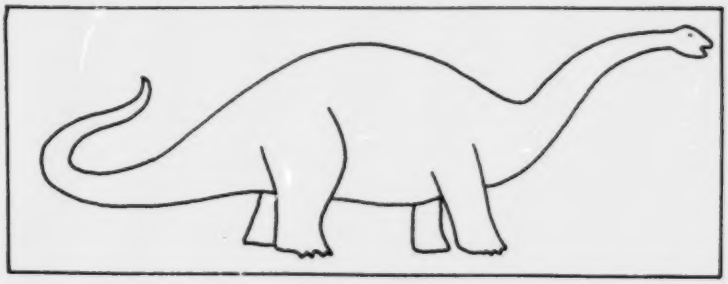
Suggestion: *Similar folder activities may be constructed using other animals such as snakes, frogs, dogs, cats, etc.*

3

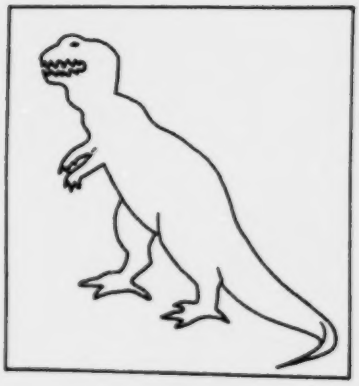


4

Patterns for MATCH DINOSAURS



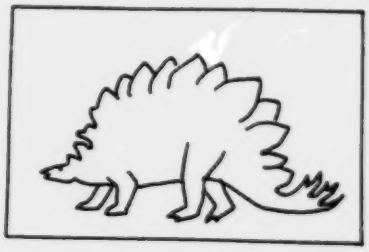
Brontosaurus



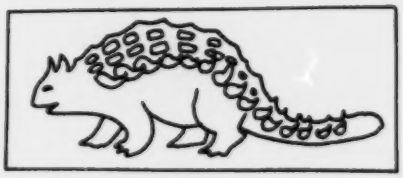
Allosaurus

Tyrannosaurus Rex

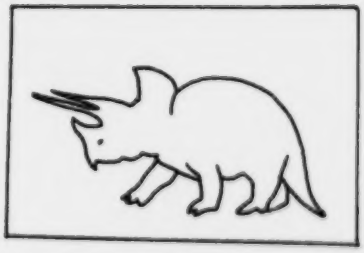
Trachodon



Stegosaurus



Ankylosaurus



Triceratops

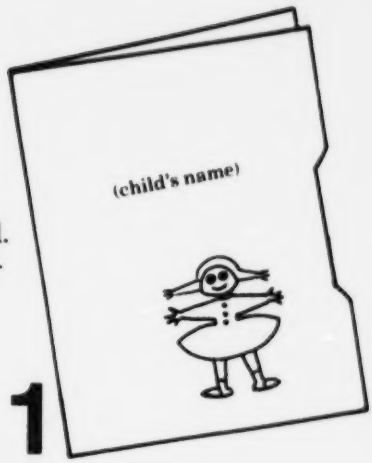
Chapter 6

Social Studies

Social studies is a widely diverse subject covering a broad spectrum of learning activities. Emphasis on particular areas may be determined by student or teacher preference.

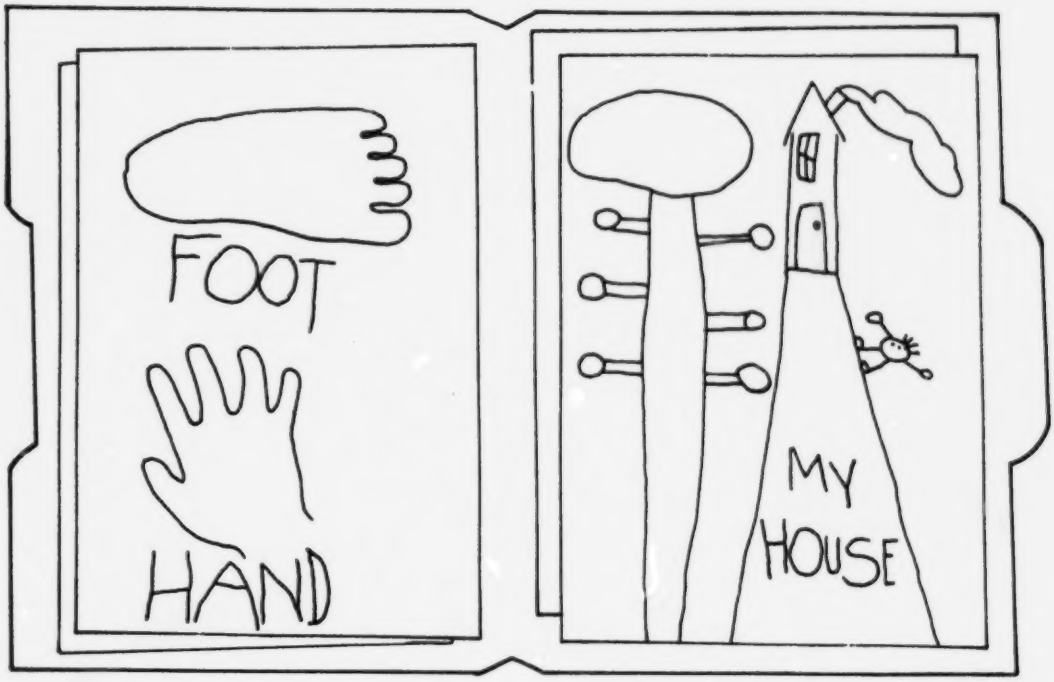
Included in this text are activities which enhance self-concept, plus exercises in creative thinking and problem solving.

MY NAME



Directions for making file folder

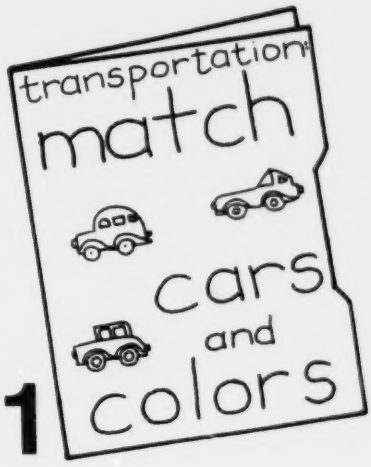
1 Each child is given a personal file folder to decorate as desired. The child places his/her name on the cover page. It may be decorated. Inner pages are left blank.



Directions for use

1. This folder may be used throughout the year by the child. It may hold worksheets or completed work papers.

TRANSPORTATION–
Match Cars and Colors



1

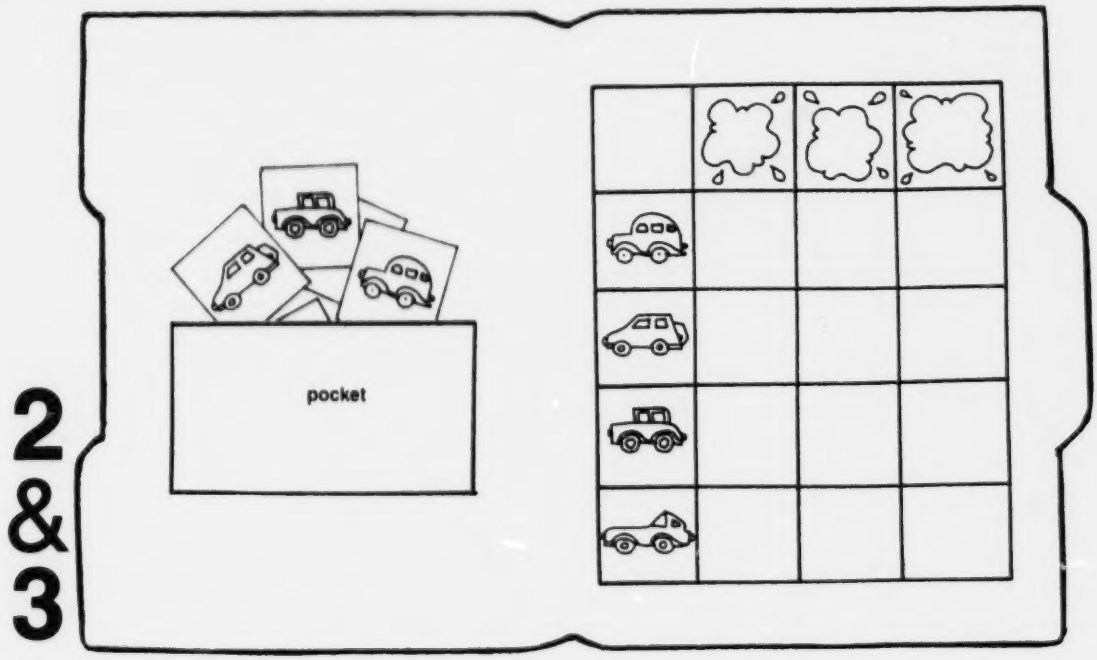
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A pocket is constructed on the left center page to hold card.

3 A grid, 7" x 8½", is drawn on the right center page. Three different colors are indicated on the top, horizontal row. Pictures or drawings of four different styled cars are indicated on the left vertical column.

4 Twelve 1½" x 1½" cards cut out of poster board are used to show the cars in the various colors.



2 & 3

Directions for use

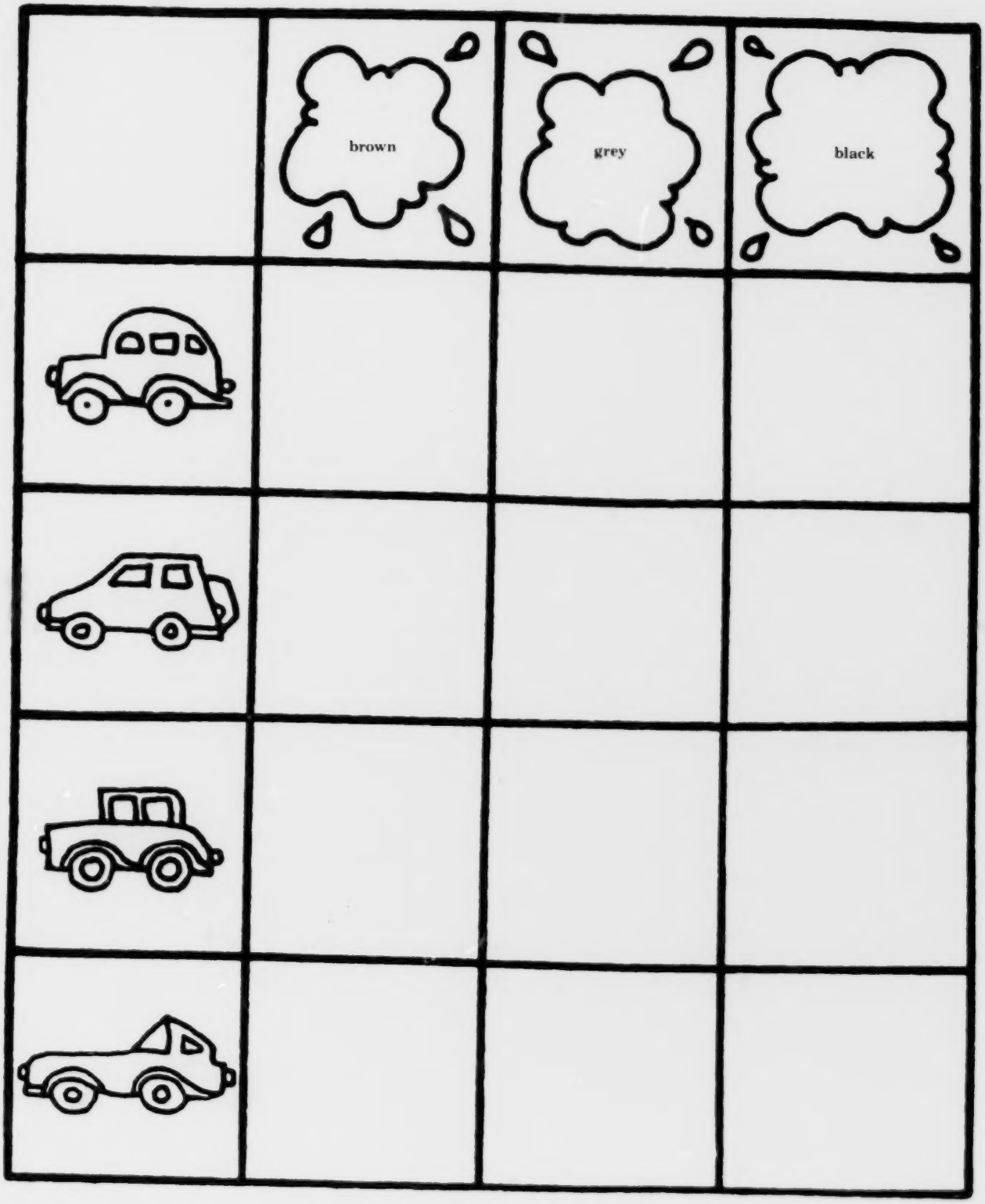
1. The child places the cards in position on the grid according to their color and style.

Suggestion: *Other transportation file folders may include planes, trains, trucks, boats, bicycles, horses, etc.*

A pattern for this game is given on the following page.

4

Pattern for TRANSPORTATION



PUT A FACE ON A PUMPKIN

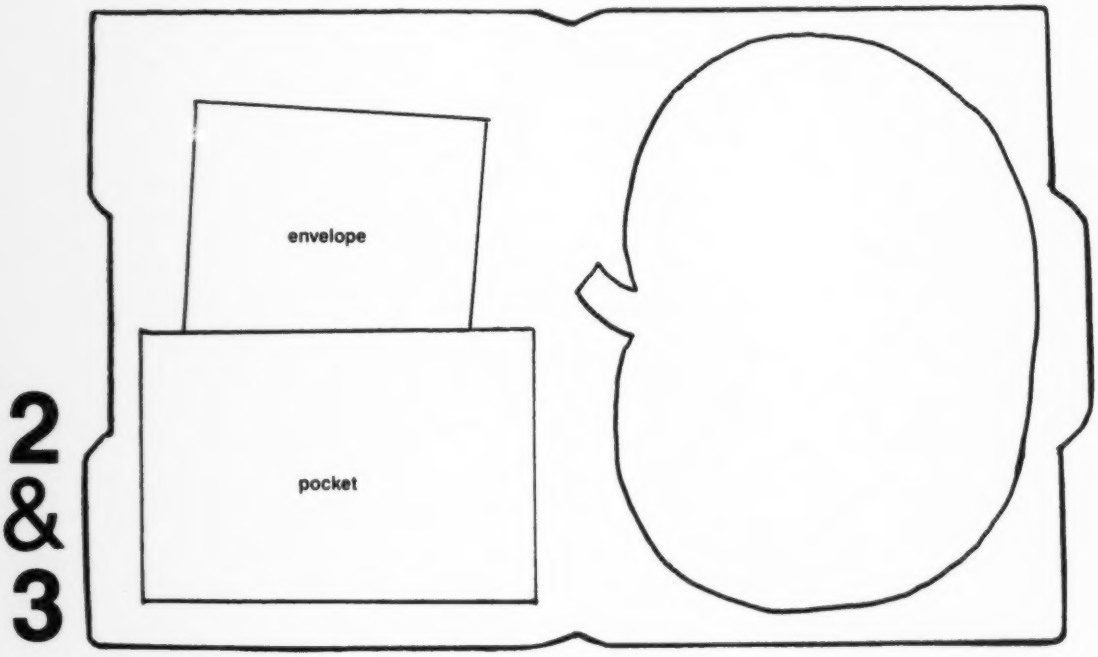
Directions for making activity

1 The name of the activity is placed on the cover page.

2 A pocket is constructed on the left center page to hold features. It is suggested that they be kept in an envelope.

3 An orange felt pumpkin is glued on the right center page.

4 Various shapes for the pumpkin's features are cut out of black felt.



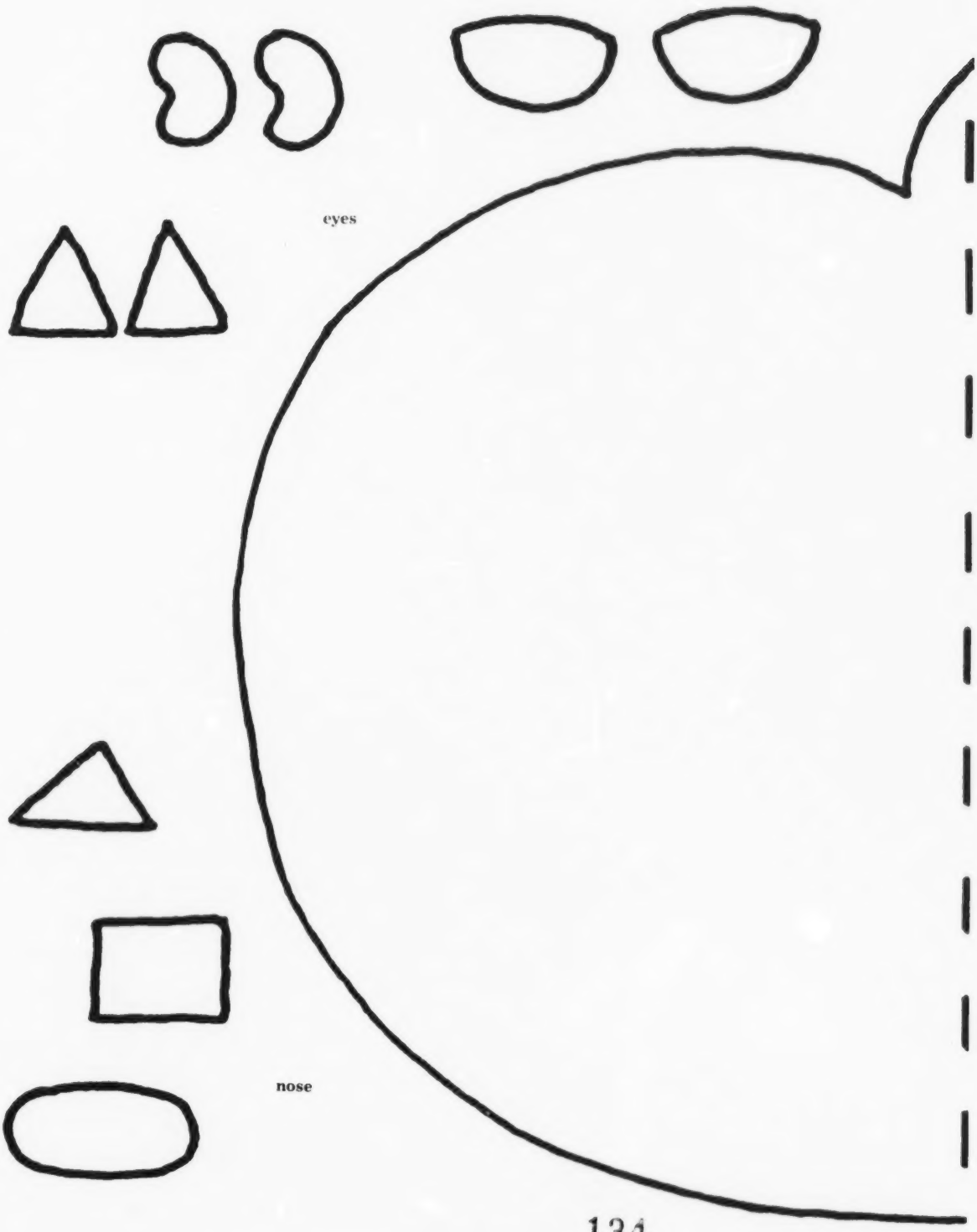
Directions for use

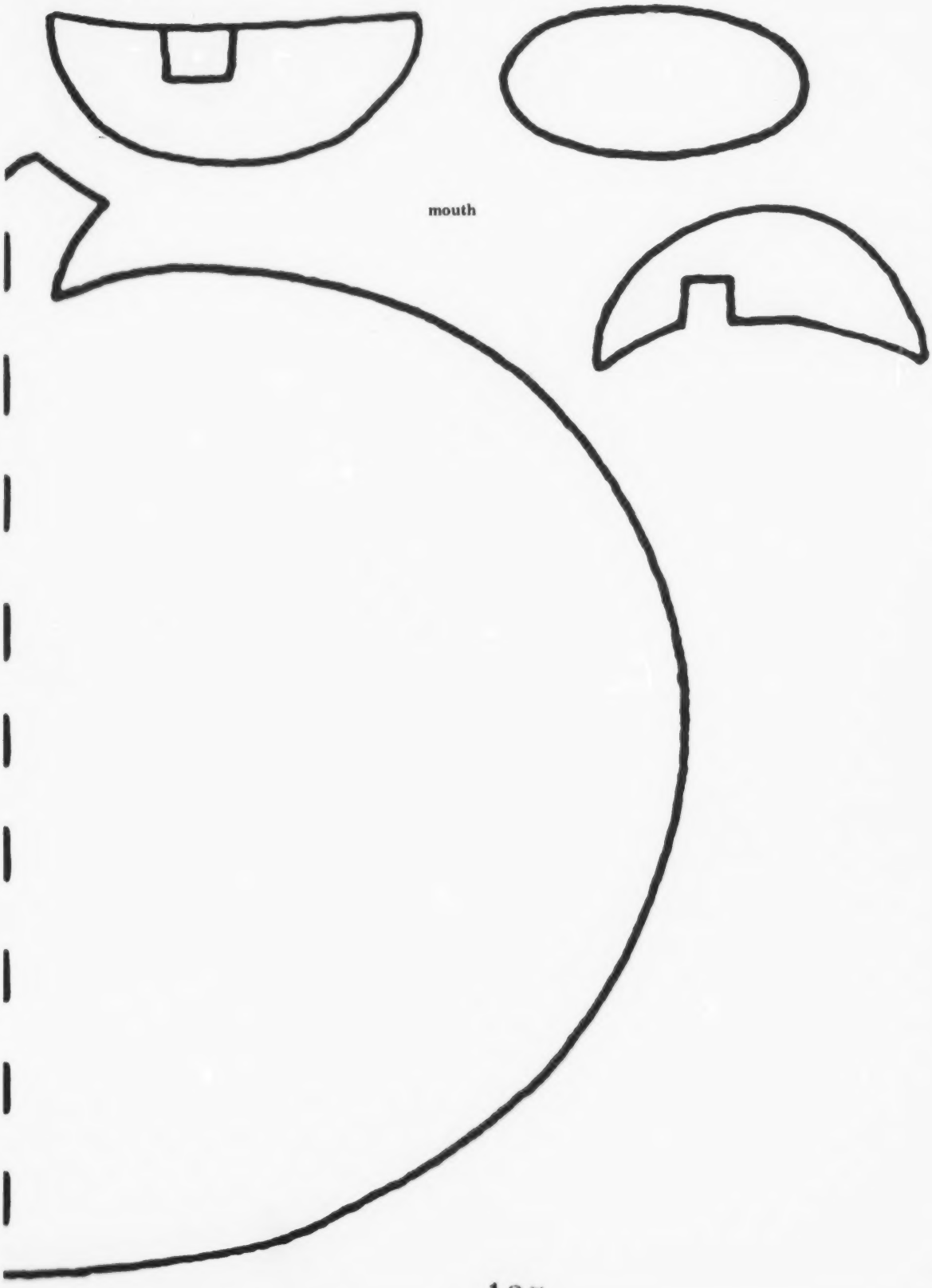
1. Children take turns placing features on the pumpkin. The more features offered, the greater the interest.

Suggestions: *Other holiday folders using felt components might include a green tree and ornaments at Christmas, a basket and eggs at Easter, a heart and decorations at Valentine's Day, a menorah and candles at Hanukkah, etc.*

In addition, seasonal file folders with felt components might include a snow-man with clothing, a tree with leaves and flowers, etc.

Pattern for PUT A FACE ON A PUMPKIN




mouth

DRESS THE DOLLS

1

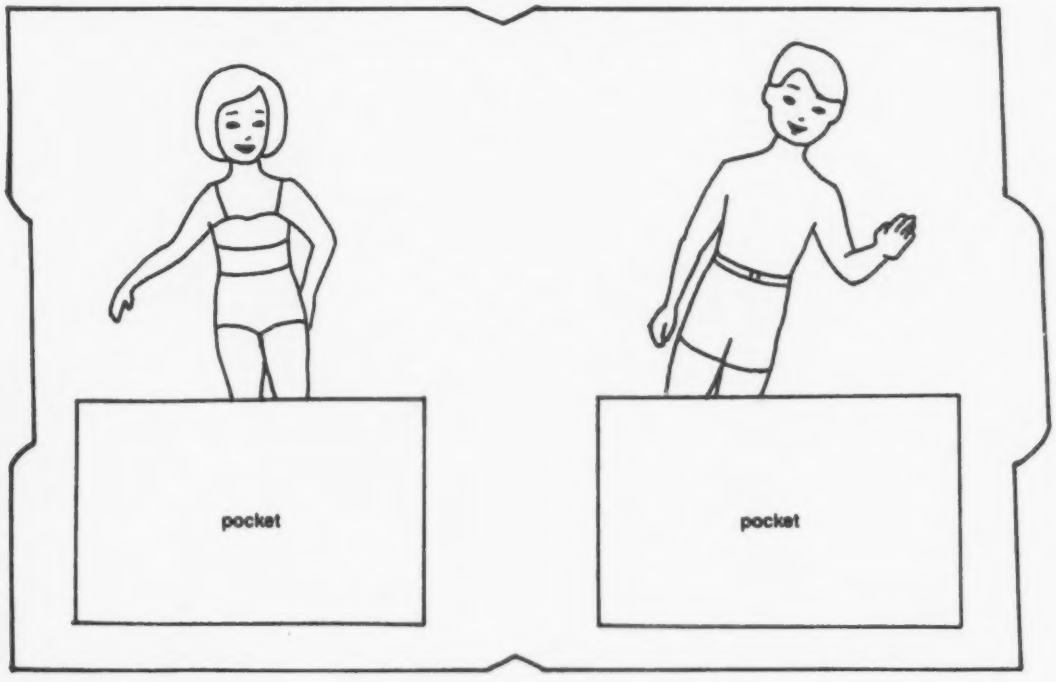
Directions for making activity

1 The name of the activity is placed on the cover page.

2 Two pockets are constructed on the center pages.

3 Using poster board, the teacher constructs two cut-out dolls. They will be kept in the pockets. (*Large dolls are recommended.)

4 Oak tag or poster board is provided along with decorative scrap material such as wallpaper, construction paper, tinsel, glitter, tissue paper, colored markers, etc.



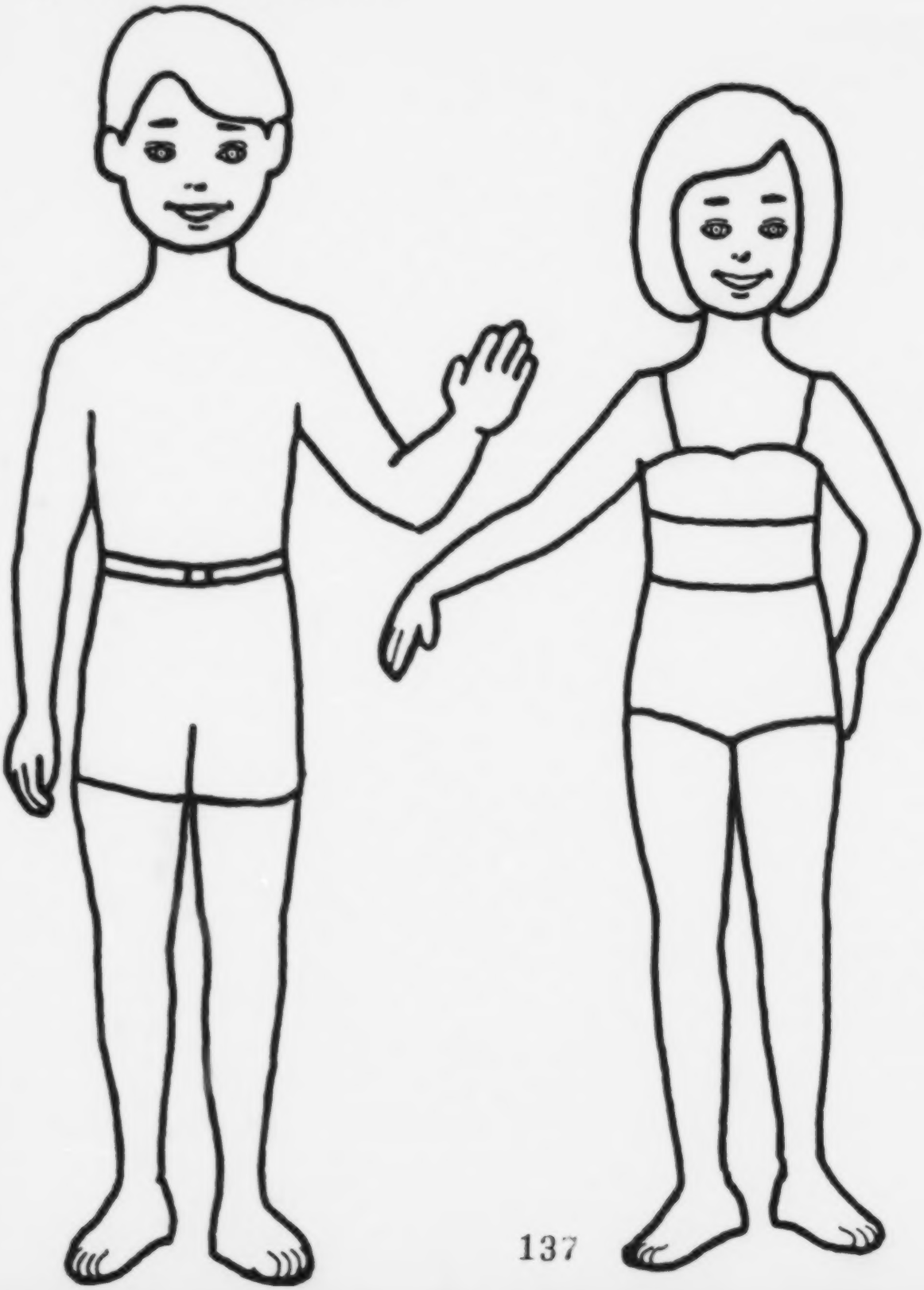
2 & 3

Directions for use

1. The child traces the dolls on oak tag or posterboard. They are cut out and, using the cut-out for sizing, children make seasonal clothing for them.

4

Pattern for DRESS THE DOLLS



TOOLS OF THE TRADE

1

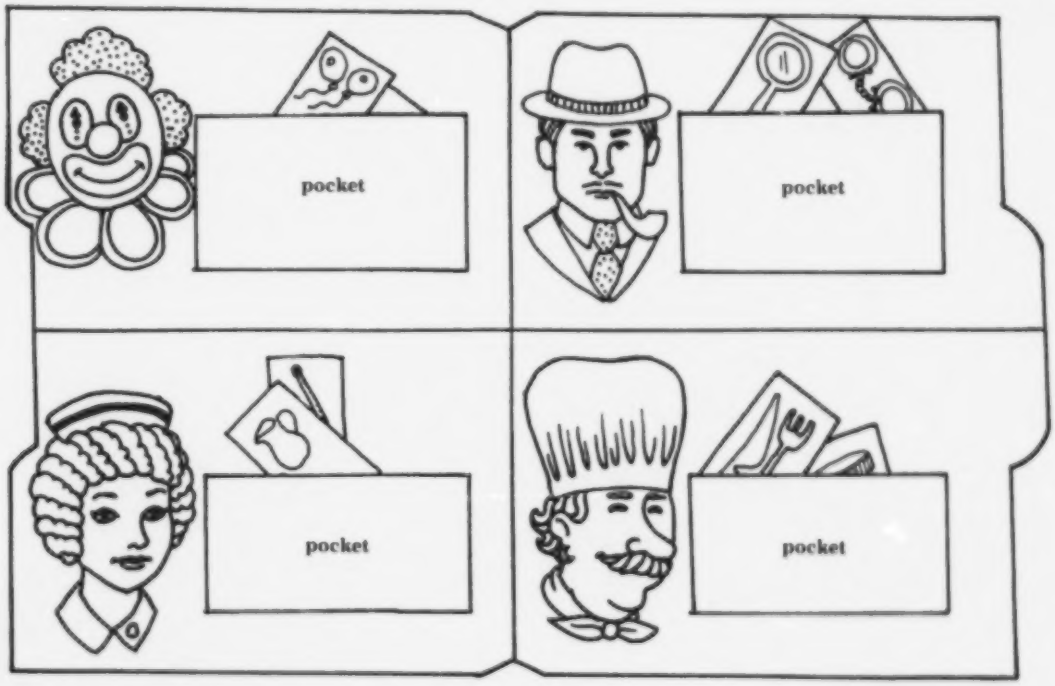
Directions for making activity

1 The name of the activity is placed on the cover page.

2 The center pages are divided into four sections. Each section contains the name of an occupation. A pocket is constructed in each section to hold cards.

3 Cards are made which contain pictures or drawings of tools used in various occupations.

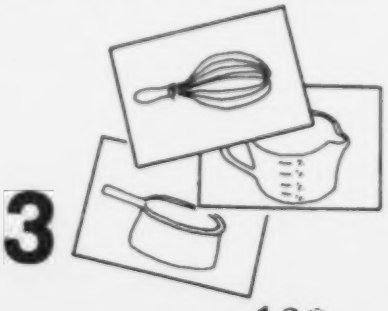
4 A pocket to store cards when not in play is constructed on the back cover.



2

Directions for use

1. Children take turns placing the tool cards in the correct pockets.



3

4

Patterns for TOOLS OF THE TRADE

clown

chef

detective

nurse

Patterns for TOOLS OF THE TRADE

cowboy

astronaut

flight attendant

teacher

Patterns for TOOLS OF THE TRADE

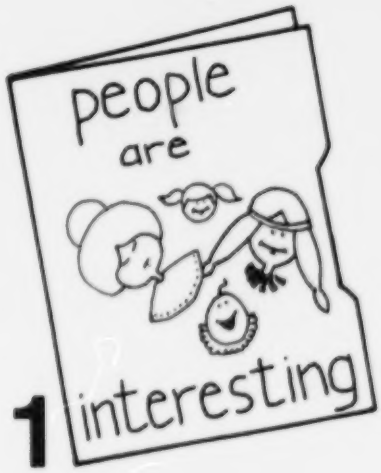
farmer

pilot

singer

football player

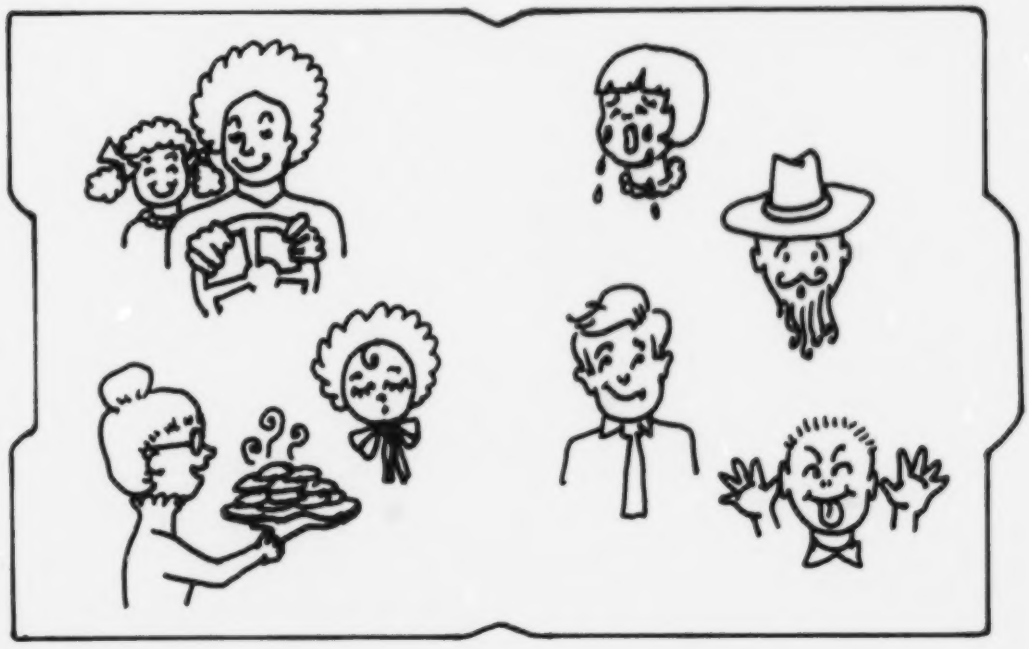
PEOPLE ARE INTERESTING



1

Directions for making activity

1 The name of the activity is placed on the cover page.
2 Cut-out pictures of people are pasted on the center pages. A variety of emotions and ages should be represented.



2

Directions for use

1. Students are asked to study the pictures and then describe their reactions. How are people different? How are they alike?

Suggestion: *Another folder activity similar to this one might include people of various cultures and races.*

Folder Game Festival for Preschool and Kindergarten

Folder Game Festival contains hundreds of easy-to-construct, fun-to-do games and projects using ordinary file folders. Each page is illustrated with instructions for preparation, as well as directions for classroom use. As an added bonus, there are dozens of worksheets and patterns, ready to be duplicated. Activities are included for eye-hand coordination, art, language arts, mathematics, science, and social studies. You'll be delighted to find that folder games and other activities will add interest and enthusiasm to your program, turning ho-hum children into eager students.

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